

IMPLEMENTATION OF REMEDIAL, REPORTING AND UTILIZATION OF ASSESSMENT RESULTS IN THE INDEPENDENT CURRICULUM IN HIGH SCHOOL

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Abstract

The implementation of the Independent Curriculum demands a paradigm shift in learning assessment, particularly in the implementation of remedial classes, reporting, and utilization of assessment results as a basis for learning improvement. However, at the senior high school level, the practice of these three aspects still faces various obstacles, both in terms of teacher understanding and the ongoing management of assessment results. This study aims to describe the implementation of remedial classes, reporting, and utilization of assessment results in the Independent Curriculum in senior high schools. This study uses a qualitative approach with descriptive methods. Data collection techniques were carried out through learning observations, teacher interviews, and documentation studies of teaching materials and student learning outcomes reports. The results show that remedial classes have been implemented with adjustments to students' learning needs, although not yet fully based on in-depth mapping of learning outcomes. Reporting of assessment results has adhered to descriptive and informative principles, but is still limited in providing comprehensive feedback to students and parents. Furthermore, the use of assessment results as a basis for planning further learning has begun to be implemented, but is not yet consistent across all subjects. This study concludes that the implementation of remedial, reporting, and utilization of assessment results in the Independent Curriculum in Senior High Schools has been running, but still requires strengthening in the aspects of planning, consistency of implementation, and teachers' understanding of the function of assessment as a tool to improve the quality of learning.

Keywords: *Learning Assessment, Remedial, Learning Outcome Reporting, Independent Curriculum, Senior High School*

INTRODUCTION

Education is a strategic process aimed not only at transferring knowledge but also at shaping the personality, character, and competencies of students, enabling them to play an active role in social and professional life. In a global context characterized by rapid developments in science, technology, and information, the education system is required to continuously adapt and reform. Education that is unresponsive to changing times has the potential to produce graduates who are less relevant to the needs of society and the workplace. Therefore, improving the quality of education must be carried out systematically and sustainably, one way of doing this is through the development of a curriculum and assessment system aligned with national education goals. The curriculum, as the heart of education, plays a central role in determining the direction, objectives, and quality of the learning process in educational units. The curriculum not only regulates learning content but also guides the pedagogical approaches, learning strategies, and assessment mechanisms used by teachers. Curriculum changes are a logical consequence of social dynamics, student needs, and scientific developments. Therefore, the implementation of the new curriculum must be comprehensively understood by all educational stakeholders, especially teachers, as the primary implementers of learning in the classroom. The Independent Curriculum (Curriculum Merdeka) is a response to the need for more flexible, contextual, and student-centered learning. This curriculum provides educational units and teachers with the freedom to adapt learning to student characteristics, local potential, and the learning environment. Through the Independent Curriculum, learning is expected to be less uniform and more accommodating to differences in student abilities, interests, and learning styles. This approach requires a paradigm shift in all

components of learning, including the assessment system. Assessment in the Independent Curriculum plays a strategic role as a tool for holistically understanding student learning processes and outcomes. Assessment is no longer positioned as a final learning activity, but rather as an integral part of the learning process itself. Through assessment, teachers can obtain accurate information regarding student competency development, learning difficulties experienced, and the effectiveness of learning strategies used. Thus, assessment serves as a basis for pedagogical decision-making oriented toward improving the quality of learning. At the high school level, assessment implementation is particularly complex because it relates to strengthening academic competencies, preparing students for further education, and developing character and independent learning. High school students are at a stage of cognitive and emotional development that demands a more reflective and challenging approach to learning and assessment. Therefore, high school teachers are required to have a deep understanding of the assessment principles in the Independent Curriculum and be able to implement them consistently in their teaching practices.

One important aspect of the Independent Curriculum assessment is the implementation of remedial classes as a follow-up to the assessment results. Remedial classes aim to assist students who have not yet achieved the learning outcomes set. Within the Independent Curriculum paradigm, remedial classes are no longer viewed as mere punishment or repeat tests, but rather as a learning support process that is educational and oriented towards student needs. Well-designed remedial classes can be an effective means of addressing learning gaps between students. Implementing meaningful remedial learning requires teachers to conduct in-depth analysis of assessment results. Teachers need to identify competencies that students have not yet mastered, factors causing learning difficulties, and the most appropriate learning strategies to assist these students. Without comprehensive analysis, remedial activities have the potential to become mere formalities that do not significantly impact learning outcomes. Therefore, teachers' ability to utilize assessment data is key to successful remedial implementation. In addition to remedial measures, reporting assessment results is a crucial component of the Independent Curriculum assessment system. Reporting learning outcomes not only serves as documentation of student learning outcomes but also as a means of communication between schools, students, and parents. In the Independent Curriculum, reporting is expected to be descriptive, informative, and easy to understand, thus providing a comprehensive picture of student competency development. Good reporting can encourage student reflection and increase learning motivation.

High-quality assessment reporting also plays a role in building partnerships between schools and parents. Through clear and comprehensive information, parents can understand their child's learning strengths and weaknesses and provide appropriate support at home. However, preparing descriptive reports requires teachers' understanding and skills in formulating constructive feedback. Without these skills, assessment reporting has the potential to become little more than administrative reporting, lacking in meaning. The utilization of assessment results is a crucial aspect in determining the extent to which assessments have a tangible impact on learning. Assessment results should be used as a basis for designing further learning, adjusting learning methods and media, and determining follow-up programs such as remedial and enrichment programs. Optimal utilization of assessment results can help teachers create learning that is more adaptive and responsive to students' needs. Conversely, assessments that are not utilized optimally have the potential to lose their pedagogical function. Although the assessment concept in the Independent Curriculum has been comprehensively formulated in education policy, its implementation in high schools still faces various challenges. Teachers are required to understand policy changes, adapt teaching materials, and change old assessment habits. This transition process is not always smooth and is often affected by limitations in understanding, time, and support available within educational units.

In practice, teachers still tend to view assessment as merely measuring learning outcomes. Remedial activities are often limited and not fully based on an analysis of student learning needs. Furthermore, reporting assessment results does not always provide in-depth feedback and is oriented toward competency development. This situation indicates that the implementation of assessment in the Independent Curriculum still requires strengthening and mentoring. The use of assessment results as a basis for improving learning has also not been consistently implemented across all subjects. Assessment results are often not optimally utilized to design more effective and innovative learning strategies. As a result, learning tends to proceed routinely without in-depth reflection on the assessment results. This gap between ideal concepts and practice requires systematic examination to find appropriate solutions. Based on these conditions, a study of the implementation of remedial learning, reporting, and utilization of assessment results within the Independent Curriculum is crucial, particularly at the high school level. This research is expected to provide an empirical overview of teacher assessment practices and the factors influencing their implementation. The results are also expected to serve as a reflection for teachers and schools in improving the quality of learning assessment. Thus, this research has high theoretical and practical relevance. Theoretically, this research can enrich studies on learning assessment within the Independent Curriculum. Practically, the results are

expected to contribute to teachers, schools, and policymakers in strengthening the implementation of remedial measures, reporting, and utilization of assessment results oriented toward meaningful learning and improving the quality of education in high schools.

LITERATURE REVIEW

1. Learning Assessment in the Independent Curriculum

Learning assessment is an integral part of the learning process, serving to obtain information regarding the achievement of student learning objectives. In the modern learning paradigm, assessment is not only oriented towards final results, but also towards the ongoing learning process and development of students. Good assessment should provide a comprehensive picture of student competencies, including knowledge, skills, and attitudes. In the Independent Curriculum, assessment is designed to support student-centered learning. Assessment is no longer understood as a selection or judgment tool, but rather as a means to understand student learning needs and improve the quality of instruction. Assessment serves as the basis for pedagogical decisions, such as improving learning strategies, providing remedial classes, and providing enrichment programs for students who have achieved optimal competency. Assessment in the Independent Curriculum emphasizes objective, fair, educational, and sustainable principles. Teachers are expected to utilize a variety of assessment techniques appropriate to the characteristics of the competencies being assessed. Thus, assessments produce not only quantitative data but also qualitative information that is meaningful to both teachers and students.

2. Remedial Concept in Learning

Remedial learning is a form of follow-up to assessment results aimed at helping students achieve competencies that have not yet been achieved. Remedial learning is understood as a specifically designed relearning process based on an analysis of student learning difficulties. In this context, remedial learning is not synonymous with repeating a test, but rather a pedagogical effort that is educational and oriented towards the individual needs of students. In the Independent Curriculum, remedial instruction occupies a strategic position as part of differentiated learning. Teachers are required to adapt remedial strategies to the ability level, learning style, and characteristics of students. Remedial instruction can take the form of relearning using different methods, individual mentoring, contextual assignments, or the use of more varied learning media. Effective remedial implementation requires in-depth analysis of assessment results. Teachers must be able to identify competencies that students have not yet mastered and factors that contribute to learning difficulties. This way, remedial programs can be designed to be precisely targeted and have a positive impact on improving student learning outcomes, particularly at the high school level, which demands mastery of more complex academic competencies.

3. Reporting Assessment Results in the Independent Curriculum

Assessment reporting is the process of conveying information about student learning outcomes to relevant parties, such as students, parents, and schools. Reporting serves not only as administrative documentation but also as a pedagogical communication tool that provides feedback on student learning processes and outcomes. In the Independent Curriculum, assessment reporting emphasizes the presentation of descriptive and informative information. Learning outcome reports are expected to comprehensively illustrate student competency development, not only in numerical form but also in a description of strengths and areas for improvement. Good reporting can help students understand their learning position and encourage self-reflection in the learning process. Reporting assessment results also plays a crucial role in building communication and collaboration between schools and parents. Clear and easy-to-understand information enables parents to provide appropriate support for their students' learning. Therefore, teachers are required to possess the skills to prepare objective, communicative, and competency-oriented learning outcome reports.

4. Utilization of Assessment Results in Learning

The utilization of assessment results is a crucial aspect that determines the meaningfulness of assessment in learning. Assessment results should be used as a basis for designing further learning, refining learning strategies, and determining follow-up programs such as remedial and enrichment programs. Without proper utilization, assessment has the potential to become merely an administrative activity that does not impact the quality of learning. In the Independent Curriculum, assessment results are used to support adaptive and responsive learning that addresses student needs. Teachers are expected to use assessment data to reflect on their learning practices. Through this reflection, teachers can identify the strengths and weaknesses of their learning strategies and make necessary

improvements. Optimal use of assessment results can also assist teachers in designing differentiated learning. By understanding students' learning achievement profiles, teachers can adapt learning materials, methods, and media to suit their ability levels. This aligns with the principles of the Independent Curriculum, which emphasizes student-centered learning.

5. Implementation of Assessment in the Context of High School

Implementing assessment within the Independent Curriculum at the high school level presents its own challenges. High school teachers are required to manage complex assessments, given the high demands for mastery of academic competencies and student readiness to continue their education to a higher level. Therefore, teachers' understanding of the concepts of assessment, remediation, reporting, and utilization of assessment results are key factors in the successful implementation of the Independent Curriculum. In practice, the implementation of assessment in high schools is heavily influenced by teacher readiness, school support, and understanding of curriculum policies. Teachers who have a good understanding of the function of assessment are more likely to be able to utilize the results optimally to improve the quality of learning. Conversely, limited understanding can lead to assessment being implemented solely as an administrative obligation. Therefore, a study on the implementation of remedial learning, reporting, and utilization of assessment results within the Independent Curriculum in high schools is crucial. This study is expected to provide a theoretical and empirical overview of assessment practices in the field, while also providing a basis for developing more effective and meaningful assessment practices.

METHOD

Types and Approaches of Research

This study employed a quantitative approach with a correlational design. This approach was chosen because it aimed to determine the relationship between remedial implementation, reporting, and the utilization of assessment results within the Independent Curriculum. The correlational design was used to measure the level of relationship between variables without providing any specific treatment to the research subjects. This study was conducted at the senior high school level that had implemented the Independent Curriculum.

Research Variables

The variables in this study consist of independent and dependent variables. The independent variables include the implementation of remedial measures and reporting of assessment results, while the dependent variable is the utilization of assessment results in learning. Each variable is measured using indicators compiled according to the assessment characteristics of the Independent Curriculum.

Data Sources and Subjects

The data sources in this study consisted of primary and secondary data. Primary data were obtained directly from the research respondents, namely high school teachers who had implemented the Independent Curriculum. Secondary data were obtained from school documents, such as teaching materials, student learning outcome reports, and learning assessment documents. Research subjects were selected using a purposive sampling technique, considering that respondents had experience implementing the Independent Curriculum assessment.

Data collection technique

The data collection techniques used in this study included questionnaires, observation, and documentation. The questionnaires were used to obtain data on remedial implementation, reporting, and utilization of assessment results. The questionnaires were structured on a Likert scale with four alternative answers reflecting the level of implementation of each indicator. Observations were conducted to obtain a concrete picture of assessment practices in the classroom, while documentation was used to strengthen the data obtained from the questionnaires and observations.

Research Instruments

The research instrument was a closed-ended questionnaire designed based on the research variable indicators. Before use, the instrument was tested for validity and reliability. Validity testing was conducted to ensure that each statement item adequately measures the research variable, while reliability testing was conducted to determine the instrument's consistency. An instrument was deemed suitable for use if it met the criteria for validity and reliability.

Data Analysis Techniques

Data analysis was conducted through several stages: descriptive analysis and inferential analysis. Descriptive analysis was used to describe the level of remedial implementation, reporting, and utilization of assessment results within the Independent Curriculum. Inferential analysis was used to examine the relationships between research variables. Data obtained from the questionnaire was processed using statistical software.

Correlation Test

A correlation test was used to determine the relationship between remedial implementation and reporting of assessment results and the use of assessment results in learning. The correlation test used in this study was the Pearson Product Moment correlation, assuming that the data were normally distributed and interval scaled.

The Pearson Product Moment correlation formula is as follows:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Information:

r = correlation coefficient

N = number of respondents

X = independent variable score

Y = dependent variable score

The obtained correlation coefficient values are interpreted based on the relationship strength criteria, ranging from very low to very strong. The correlation significance test is performed by comparing the calculated correlation coefficient value with the table correlation coefficient value at a certain significance level.

Prerequisite Analysis Test

Before conducting a correlation test, the data is first tested for analysis prerequisites, namely the normality test and the linearity test. The normality test is conducted to determine whether the data is normally distributed, while the linearity test is used to ensure a linear relationship between the variables being studied. If the data does not meet the assumption of normality, alternative correlation tests can be used depending on the data characteristics.

RESULTS AND DISCUSSION

This results and discussion section presents research findings analyzed using the Pearson Product Moment correlation test to determine the relationship between remedial measures, assessment reporting, and the utilization of assessment results and student learning outcomes in high schools during the implementation of the Independent Curriculum. The data presented is statistically processed, not raw, to illustrate the relationships between variables objectively and scientifically.

Correlation Analysis Results

The results of the Pearson Product Moment correlation test indicate that all research variables have a significant relationship with student learning outcomes. A summary of the correlation analysis results is presented in Table 2.

Table 2. Results of the Pearson Product Moment Correlation Test

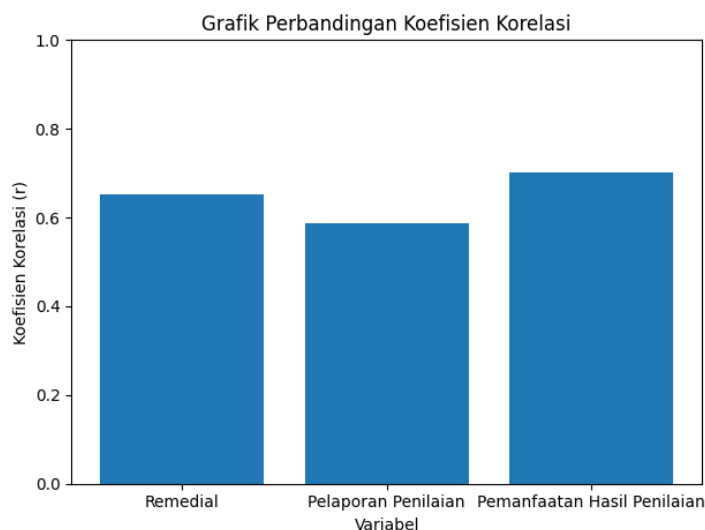
| No | Independent Variables | Dependent Variable | N | r count | Sig. (p) | Category |
|----|-----------------------------------|--------------------|----|---------|----------|-----------|
| 1 | Remedial | Learning outcomes | 60 | 0.652 | 0,000 | Strong |
| 2 | Assessment Reporting | Learning outcomes | 60 | 0.587 | 0.001 | Currently |
| 3 | Utilization of Assessment Results | Learning outcomes | 60 | 0.701 | 0,000 | Strong |

Based on Table 2, it can be seen that the variable utilization of assessment results has the highest correlation coefficient, followed by remedial implementation and assessment reporting. All significance values are below 0.05, indicating that the relationship between the variables is statistically significant.

Correlation Coefficient Comparison Chart

To clarify the differences in the strength of the relationship between variables, the results of the correlation test are presented in graphical form in Figure 1.

Figure 1. Comparison Graph of Correlation Coefficients



Caption:

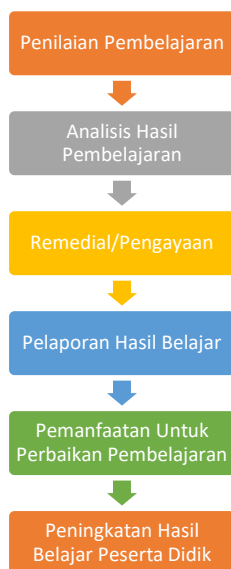
The graph shows a comparison of the correlation coefficient values between remedial, assessment reporting, and utilization of assessment results on student learning outcomes in high school.

Figure 1 shows that the utilization of assessment results has the highest correlation coefficient compared to other variables. Remedial implementation shows a strong correlation, while assessment reporting falls into the moderate category. These findings indicate that assessment follow-up, which directly impacts learning, contributes significantly to improving student learning outcomes.

Narrative Diagram of Utilization of Assessment Results

In addition to graphs, the flow of utilization of assessment results in the Independent Curriculum is presented in the form of a narrative diagram to provide a more complete conceptual picture.

Figure 2. Narrative Diagram of the Utilization of Assessment Results in the Independent Curriculum



Caption:

The diagram illustrates the flow of utilization of assessment results starting from learning assessment, competency achievement analysis, implementation of remedial or enrichment, reporting of learning outcomes, to adjustments to learning strategies that lead to improving student learning outcomes. This diagram shows that assessment in the Independent Curriculum is continuous and does not stop at measuring learning outcomes alone, but rather becomes the basis for systematic learning improvements.

DISCUSSION

The research results show that remedial implementation has a strong and significant relationship with student learning outcomes. This finding aligns with the concept of formative assessment in the Independent Curriculum, which emphasizes the importance of follow-up assessments to help students achieve learning completion. Adaptive remedial learning allows students to improve suboptimal competency achievement. Assessment reporting showed a significant relationship with the moderate category. This indicates that reporting serves as a means of academic communication between teachers, students, and parents. Informative reporting can increase students' awareness of their learning outcomes, although its direct impact is not as significant as classroom learning interventions. Meanwhile, the utilization of assessment results had the strongest relationship with student learning outcomes. This finding reinforces the theory of authentic assessment, which places assessment results as the basis for improving learning strategies. Teachers who utilize assessment results optimally tend to be more effective in designing learning that meets students' needs. Overall, the tables, graphs, and diagrams presented demonstrate that remediation, reporting, and utilization of assessment results are interconnected within the Independent Curriculum assessment system. Optimizing these three aspects contributes to improving student learning outcomes in high school.

CONCLUSION

Based on data analysis using the Pearson Product Moment correlation test, this study demonstrates a positive and significant relationship between remedial implementation, reporting, and utilization of assessment results and high school students' learning outcomes in implementing the Independent Curriculum. The correlation coefficient values obtained indicate that the more structured and consistent teachers are in following up on assessment results, the higher the level of learning mastery achieved by students. The analysis also shows that the use of assessment results not only serves as a tool for evaluating academic achievement, but also plays a crucial role as a basis for pedagogical decision-making, particularly in the implementation of remedial and enrichment programs. Remedial programs implemented based on assessment analysis have been shown to correlate with improvements in student learning outcomes, while informative reporting of learning outcomes encourages student and parent involvement in the learning process.

Thus, it can be concluded that optimizing remedial measures, reporting, and utilizing assessment results are strategic components in improving the effectiveness of learning in the Independent Curriculum at the high school level. These findings confirm that the quality of assessment follow-up significantly contributes to improving student learning outcomes and, therefore, needs to be a primary focus in assessment practices in schools.

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