

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

This study explored the comparative analysis of assessment frameworks in the 2013 Curriculum (Kurikulum 2013) and the Merdeka Curriculum with a particular focus on their implications for the development of critical thinking and problem-solving skills in student learning outcomes. The research findings, based on an in-depth interview with a senior English teacher, revealed several key differences in assessment structure, strengths and weaknesses of each framework, the role of assessment in skill development, and the overall impact of assessment on students and teachers.

First, the assessment structure in the 2013 Curriculum was found to be rigid and standardized, primarily centered on pre-defined competencies (Kompetensi Dasar) and guided by centralized rubrics. While this structure provided clarity and consistency, it left limited room for teachers to adapt assessments to students' individual needs. In contrast, the Merdeka Curriculum promotes a flexible and contextual assessment model. Teachers are encouraged to design authentic, project-based assessments that align with students' real-life experiences, thus enhancing relevance and engagement.

Second, each framework presents distinct strengths and weaknesses. The 2013 Curriculum's strength lies in its administrative clarity and standardized expectations. However, its weaknesses include administrative burdens and its limited capacity to capture students' actual learning processes. Meanwhile, the Merdeka Curriculum allows greater autonomy, encourages creativity, and emphasizes formative, student-centered assessments. Nevertheless, its successful implementation relies heavily on teacher competence, creativity, and institutional support.

Third, the role of assessment in developing critical thinking and problem-solving skills is more pronounced under the Merdeka Curriculum. Assessment tasks such as debates, research presentations, and vlogs provide students with opportunities to analyze, evaluate, and express ideas. These experiences foster deeper cognitive engagement, in contrast to the more passive, recall-based assessments common in the 2013 Curriculum.

Lastly, the impact of assessment in the Merdeka Curriculum is broader, not only measuring learning but also shaping students' motivation, self-confidence, and collaboration skills. Students become more actively involved in their learning journey, and teachers feel more professionally fulfilled despite the increased workload. In contrast, assessment in the 2013 Curriculum tends to be limited to summative judgment, often perceived as a formality by both teachers and students.

Overall, this study concludes that while the 2013 Curriculum provides structure, the Merdeka Curriculum offers a more effective and humanizing approach to assessment—one that better supports the development of 21st-century skills.

## **5.2 Suggestion**

Based on the findings and conclusions of this study, several suggestions are proposed for various stakeholders:

### **5.2.1. For Teachers:**

Teachers are encouraged to maximize the flexibility offered by the Merdeka Curriculum by designing authentic assessments that promote critical thinking and problem-solving. Continuous professional development in assessment literacy is essential to ensure teachers are equipped to create meaningful, inclusive, and engaging learning experiences.

### **5.2.2. For Schools and School Leaders:**

School leadership should provide time, training, and collaborative spaces for teachers to develop innovative assessment strategies. Support in integrating

technology, such as the *Platform Merdeka Mengajar*, can enhance the quality and consistency of assessment practices.

### **5.2.3. For Policy Makers:**

Educational policies should ensure that curricula offer both structure and flexibility. Assessment guidelines should be adaptable and accompanied by clear support systems. Additionally, policies should reduce excessive administrative demands on teachers to allow more time for student-focused instruction and reflection.

### **5.2.4. For Future Researchers:**

Further studies could involve a larger sample of teachers across various subjects and school types to gain broader insights. Quantitative data may also be collected to analyze how assessment practices impact actual student performance in critical thinking and problem-solving tasks.