Evaluation of Junior High School Teacher Performance: Planning, Implementation, and Evaluation of Learning

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ARTICLE INFO	ABSTRACT
	Purpose – This study evaluates teacher performance at Al-Ikhlas Integrated Junior High School, Tual City, Maluku Province. It focuses on three main aspects: lesson planning, implementation, and evaluation. **Methodology –** This study employs a descriptive research design and a qualitative approach. Stake's Countenance Evaluation model was used to assess programs. The study evaluated 11 teachers. Data was collected through classroom observation, interviews, and document analysis related to lesson planning, process, and evaluation. Analysis revealed various findings about teacher performance. **Findings –** Most teachers perform their professional duties effectively. This is demonstrated by the creation of modules, mastery of teaching materials, and the development of assessment instruments. However, some key aspects still need improvement, including planning, process, and evaluation. Although overall performance is good, weak detailed planning and limited innovation in teaching methods and media hinder student attendance, participation, and achievement of minimum competency scores. **Significance –** This study can serve as a reference for Al-Ikhlas Integrated Junior High School and other schools to improve teacher performance and education quality.

INTRODUCTION

Education is fundamental to a country's development, as it enhances human resources and promotes optimal personal growth. Individuals acquire essential knowledge, skills, and values through education, which leads to positive behavioral changes and societal advancement (Kartika & Sirozi, 20024; Pratiwi et al., 2025). In the current era of regional autonomy and rapid development in science and technology, educational

institutions face complex challenges in enhancing educational quality and national productivity. Therefore, it is crucial for these institutions to establish quality plans based on national and international standards to stay competitive globally (Mansyur, Tahun Jurnal Terbaru).

Despite the recognized importance of education, many schools and madrasahs still struggle to develop strong human resources. A significant contributor to the low quality of education is the inadequate planning and structuring of human resources. Evidence suggests a lack of strategic planning and organization, particularly since many teachers are not qualified or certified in their subject areas, especially in remote regions (Puspendik, 2023). Additionally, insufficient HR planning in recruitment and development leads to stagnant educational practices without innovation (Irawan & Fauzi, 2024).

A primary factor in improving educational quality is the presence of professional teachers who perform their teaching responsibilities effectively. Teachers occupy a strategic role at the heart of the learning process, directly influencing the quality of education. Their daily interactions with students link teacher performance closely to educational outcomes. For civil servants, including teachers, performance is now measured through performance management principles focusing on organizational results, as stipulated in the Minister of PANRB Regulation Number 6 of 2022 (Hidayat et al., 2023). This alignment ensures teachers' tasks support organizational goals.

Given the crucial role of teachers, their duties and responsibilities must receive greater attention to boost productivity and educational quality. Educational quality is not static; it evolves in response to changing demands and advances in science and technology. Thus, it can be defined as a school's ability to manage its operational components efficiently, adding value in accordance with established norms and standards.

Minister of PANRB Regulation Number 6 of 2022 concerning the management of ASN Employee Performance. This regulation specifically governs and measures the performance of teachers as Civil Servants (ASN). Professional teachers can demonstrate productive performance. Productive performance is crucial in the implementation of education because it is one of the key indicators that must be met to improve the quality of educational institutions, whether in schools, madrasas, or Islamic boarding schools. The results of teachers' performance are reflected in the learning outcomes or achievements of students. Professional teachers will produce high levels of learning achievement. Therefore, recognizing the importance of teacher performance, efforts are made to improve performance, including through supervision, scientific activities, and teacher performance assessments.

Government Regulation No. 19 of 2017 outlines that teachers must plan, implement, and assess learning, guide and train students, and perform relevant additional tasks. Teacher performance is the degree to which these duties are fulfilled, not just a reflection of underlying talent, but its manifestation through results. High performance means productivity that exceeds standards; low performance means the opposite.

Teacher performance evaluations reveal both personal and professional strengths and weaknesses. Data from these assessments informs actions to help teachers improve, ultimately boosting the quality of human resources. Teachers are expected to consistently demonstrate effective performance, with the goal of improving student achievement. Teacher performance is closely linked to student learning outcomes. Research by Kraft & Grace (2016) shows that both behavioral and organizational aspects of teacher performance strongly predict student behavior, attitudes, and academic achievement. Their study, titled "The role of teachers' classroom organization in students' social, emotional, and academic functioning," reinforces the need to focus on teacher effectiveness.

Teachers' performance is shaped by both external and internal factors. Externally, leadership, organizational climate, and culture play major roles; internally, work ethic and achievement motivation are crucial. Work ethic determines how well teachers fulfill their responsibilities, while achievement motivation is the drive to excel against established standards (Luthans, 2017; Susanto et al., 2020). These factors collectively influence how teachers perform their educational duties.

To improve the quality of education, regular and thorough teacher performance evaluations are necessary. These evaluations serve to create benchmarks, assess teachers, compare results to criteria, and

generate actionable recommendations. However, such evaluations are often lacking, which negatively impacts quality, as seen at SMP Terpadu Al-Ikhlas in Tual City. Here, many students struggle with summative assessments, resulting in low achievement and a sharp (50%) drop in new student enrolment over two years, signaling declining public trust. The school, under the Al-Ikhlas Foundation, employs 11 teachers (6 civil servants and 5 regional contract staff). Their performance must be raised to ensure the school competes globally and provides high-quality education, especially as a private school under the Tual City Education and Culture Office.

Previous research has largely examined teacher performance in public schools. The main difference (novelty) of this study lies in its in-depth case study of a private school with a heterogeneous staffing composition (civil servants and contract employees) in the Tual City area. This research specifically aims to determine teacher performance in planning, implementing, and evaluating learning. Majid (2017) reviewed the importance of planning in the context of "Teacher Competency Development." Related research and literature often emphasize that without a clear blueprint, the teaching and learning process is prone to deviations, wasted time, and difficulty in achieving specific Learning Objectives (LOS). Furthermore, Sauri & Hanafiah (2022) explained that teacher quality (which includes education level, experience, and communication skills) has been shown to have a significant positive impact on student learning outcomes in secondary school. Teachers who use innovative methods and are open to feedback tend to be more effective.

Therefore, efforts must be made to assess teacher performance in order to identify ways to improve it. This study aims to conduct an Evaluation of Teacher Performance at Al-Ikhlas Integrated Junior High School in Tual, specifically covering three main aspects: learning implementation, learning evaluation. This research is expected to; 1) Provide empirical data and concrete recommendations to the management of Al-Ikhlas Integrated Junior High School in Tual as a basis for informed decision-making in formulating policies to improve teacher quality and strategies to enhance student learning outcomes. 2) Offer an overview of the teacher performance conditions in private schools with a heterogeneous staffing composition (Civil Servants/ASN and Contract Employees) as a reference in formulating regional education policies. 3) Contribute to the body of research on teacher performance, focusing on the context of private schools in the eastern region of Indonesia.

METHODOLOGY

Research Design

The Countenance Evaluation Model was chosen because it offers a robust framework for assessing programs or performance by considering three main dimensions: Antecedents (Context), Transactions (Process), and Outcomes (Results).

Table 1. Three Dimensions of Teacher Performance

Dimension	Contextual Defenition	Observed Aspects
Antecedents	Refers to the initial conditions and resources possessed by teachers before the learning process takes place.	Resources: Availability and ultization of supporting facilities/infrastructure (Media, teaching materials, technology).
transactions	Refers to the interactions and activities that occur during the classroom learning process.	Learning planning, learning implementation, and learning evaluation.
outcomes	Refers to the impact and achievements resulting from the learning process.	Student learning achievements, student activity, and attendance rate.

This model has the advantage of not only focusing on the end result, but also on the process, as well as comparing (congruence) between what is expected (intent/standard) and what is observed (reality). The comparison between professional performance standards for teachers and actual practices in the field is central

to the use of this model. Through this comparison, the model enables researchers to systematically identify the strengths (aspects that meet or exceed expectations) and weaknesses (aspects that require improvement) of teacher performance. These findings are crucial for providing specific constructive feedback for future improvement programs and offer a solid foundation for supporting better decision-making by school management regarding teacher professional development policies.

Participant

The population in this study consisted of all teaching staff at Al-Ikhlas Integrated Junior High School in Tual City, specifically including six civil servant teachers and five regional contract teachers. The total population of teachers evaluated in this study was 11 (eleven) people. Eleven (11) teachers were selected as key participants based on Subject Representation, covering 11 different subjects. This aims to ensure that the teacher performance evaluation data collected reflects the variety of subject areas and unique challenges in each subject taught at the school.

Data Collection and Sources

In this study, there are two sources of data: primary data, which is obtained directly from research subjects using measuring instruments or data collection tools, and secondary data, which are data collected from existing sources. Primary data consists of the opinions of subjects (people) individually and in groups, the results of observations of objects, events, or activities, and the results of assessments. The primary data in this study were collected from teachers at Al-Ikhlas Tual Integrated Junior High School, P. Dullah Utara District, Tual City.

Secondary data are obtained indirectly by researchers (through intermediaries/obtained and recorded by other parties). This data generally consists of evidence, records, or historical reports compiled in published and unpublished archives. In this study, secondary data comes from three elements are 1) Participants (informants): In this study, the author recorded statements from informants during interviews. The informants interviewed were two people: the School Principal (in charge and primary performance assessor) and one Civil Servant Teacher (ASN) (Head of Curriculum Affairs). 2) Place: This is a data source that presents data in both static and dynamic conditions. The data are images/photos of classroom learning observations, teaching activities, and documentation of school facilities and infrastructure relevant to teacher performance. 3) Paper (Document): Written documentation includes teaching modules, student grade lists (both formative and summative), teacher teaching journals, and student attendance records.

Data Analysis

Data analysis in this study was conducted before entering the field, during the fieldwork, and after data collection. The data obtained through observation and interviews were then processed descriptively in three stages: Data Reduction, Data Display, and conclusion drawing and verification.

Data analysis was conducted in the following steps. First, compare performance standards with real practice (matching): The reduced data (resources, teaching modules, classroom observations, and student learning outcomes) were compared with established professional teacher performance standards (Minister of Education and Culture Regulation No. 12 of 2024). This comparison was carried out across the dimensions of the countenance model: a. Antecedent: compare the availability and utilization of supporting facilities/infrastructure with the ideal standard. b. Transaction: compare teachers' learning planning, implementation, and evaluation with the correct standard procedures. c. Outcome: Compare student learning outcomes, activity, and attendance with mastery targets. Next, draw conclusions and categorize results: a. Based on the comparison (matching), categorize teacher performance in each dimension (learning planning, implementation, and evaluation) as very good, good, sufficient, or poor. b. Verify by triangulation (compare data from interviews, observation, and documents) to ensure valid and reliable conclusions regarding the level of teacher performance at Al-Ikhlas Integrated Junior High School, Tual.

FINDINGS

The evaluation results are conclusions or assessments obtained after the evaluation process. These results can describe the quality of a program, product, or performance, as well as information about how well objectives have been achieved. The study collected data from 11 teachers at Al-Ikhlas Integrated Junior High School in Tual City, Maluku Province. The following is a detailed evaluation of the performance of teachers at Al-Ikhlas Integrated Junior High School in Tual City, Maluku Province:

Antecedents (Context/Prerequisites)

This dimension refers to resource qualifications (facilities/infrastructure) that influence performance. Al-Ikhlas Integrated Junior High School in Tual City has 12 classrooms, 1 Science Lab, 1 ICT Lab, 1 Library, 1 School Health Unit (UKS), 1 Teacher Room, 1 Headmaster and Administration (TU) room, and a spacious open area for student activities outside the classroom.

Table 2. Observation Results of the Antecedent Dimension (Resources and Teaching Materials)

Observed Aspect	Findings	Notes
Resources (facilities & infrastructure)	Media limitation: projector usage is not optimal due to constraints in the facilities and infrastructure owned by the school	Although the teacher designs varied media (visual, audiovisual, object based), the implementation of technology is hampered by the condition of the school's facilities
Teaching materials and aids	The teacher uses the textbook recommended by the Merdeka Curiculum. The student worksheet (LKPD) is designed quite engagingly (fill in and matching) because students are accustomed to structured tasks	The main teaching resources (textbooks and LKPD) are available and relevant to the learning objectives.

This table illustrates that teacher performance must be evaluated holistically—not just by classroom actions (Transaction: teaching methods and interactions), but also by what the teacher possesses (Antecedents: experience and qualifications) and what students achieve (Outcomes: learning results).

Transaction (Process)

Learning planning

Research at SMP Teradu Al-Ikhlas, Tual City, Maluku Province, found that the teacher's module is consistent in both structure and content. The module provides general information, including module identity, initial competence, Pancasila student profile, facilities, target students, and learning model. Core components include learning objectives, meaningful understanding, triggering questions, learning activities, assessment, enrichment, and remediation. Attachments cover learning media, reading materials, student worksheets, and assessment instruments.

Tabel 3. Matrix of Teaching Module Suitability Comparison

Descriptions Matrix		Judgment Matrix	
Intens	Observation	Standard	Judgments
The teaching module created by the teacher at SMP Terpadu Al-Ikhlas Tual City, Maluku Province complies with the process standards (Permendikbud No 12 of 2024)	The actuality of the achievement of the lesson Plan (RPP) created by the teacher at SMP Terpadu Al-Ikhlas Tual already plans learning according to the criteria set in the	The components of the teaching module based on learning process standards include: 1) general information: module identity, initial competence, Pancasila student profile, facilities and infrastructure, target students, learning model. 2) core components: learning objectives, meaningful understanding, triggering	The teaching module created by the teacher at SMP Terpadu Al-Ikhlas Tual City, Maluku Province, is partly in accordance with and partly not yet in accordance with Permendikbud No. 12

Descriptions Matrix		Judgment Matrix	
Intens	Observation	Standard	Judgments
	process standards (Permendikbud No. 12 of 2024 concerning basic and secondary education process standards)	questions, learning activities, assessment, enrichment, and remedial. 3) attachments: learning media, reading materials, student worksheet, and assessment instruments.	of 2024 concerning basic and secondary education process standards.

Based on the learning planning table prepared by the teacher through the teaching module, the teacher at Al-Ikhlas Integrated Junior High School in Tual City has already compiled the learning plan in accordance with the determined standards.

Learning Implementation

Table 4. Matrix of Learning Implementation Comparison.

Descriptions Matrix		Judgment Matrix	
Intent	Observation	Standard	Judgment
The teacher can implement learning in accordance with the process standards of Permendikbud No. 16 of 2022 concerning basic and secondary education process standards	The actuality of learning implementation achievement is categorized as good. The teacher implements learning according to the criteria set in the process standards of permendikbud No 16 of 2022 concering basic and secondary education process standards	Learning implementation based on process standards includes: 1) Introduction includes: the teacher opens the learning by attracting student's attention, providing apperception, and clearly stating the learning objectives. 2) Core Activities include: Delivery of material, learning approach/strategy, utilization of learning resources, teacher and student interaction, correct language usage. 3) Closing Activities: Inviting students to recall important things that have occurred during learning activities (asking questions about the process, material, and other events), facilitating students to make summaries, and providing feedback.	Learning implementation still needs improvement in professionalism through Subject Teacher Consultation (MGMP) activities and guidance from the school supervisor.

The table indicates that the actuality of learning implementation achievement is categorized as good. The observation results using the learning implementation plan process standards indicate that the teacher already conforms to the process standards.

Learning evaluation

Table 5. Matrix of Learning Evaluation Comparison

Descriptions Matrix		Judgment Matrix	
Intent	Observation	Standard	Judgments
The teacher can evaluate learning according to the Merdeka Curriculum in line with Permendikbud No. 12 of 2024	The actuality of learning evaluation achievent is good. The teacher designs initial, formative, and summative assessments according to the criteria set in the Merdeka Curriculum.	Learning evaluation based on the Merdeka Curriculum includes: 1) designing initial assessment instruments.	The learning evaluation created meets the standards of the Merdeka Curriculum in line with Permendikbud No. 12 of 2024.

The Table explains that the results of observation, interview, and other documents indicate that the teacher designs learning evaluation well, in accordance with the Merdeka Curriculum standards.

Table 6. Student Achievement and Engagement Data.

Observed Apect	Findings	Notes
Student Achievement (learning outcomes)	Based on the review of summative and formative assessment results document, the student's matery level is still low, indicating that most students strunggle to achieve the established learning objectives (TP).	This is rein forced by the initial research finding that most students find it difficult to absorb the lesson, which is reflected in the low mastery level
Student Attendance Rate	Sufficient. Student attendance data shows that the average attendance is quite stable, but there are still cases of absence that require follow up from the teacher (especially the counselling guidance teacher and homeroom teacher)	Attendance data is relatively better than learning outcomes, but occasional absences can affect the overall reception of the material.
Student Activity	Students are active during discussions/Q&A but passive whwn the teacher lectures.	The level of participation is influenced by the teaching method used.

The table above indicates that although the attendance aspect is relatively stable and students are responsive to interactive methods, the biggest challenge lies in the low level of mastery of the subject matter. This suggests a disparity between the input (resources) and process (planning/implementation), which are relatively adequate, and the output (learning outcomes), which still requires significant improvement.

DISCUSSION

The results of the performance evaluation of 11 teachers at SMP Terpadu Al-Ikhlas Tual City, Maluku Province, show that the teachers' performance in the three main aspects (planning, implementation, and evaluation of learning) is generally in the "good" category and they have attempted to adapt the standards of the Merdeka Curriculum in accordance with Permendikbud No. 12 of2024 and Permendikbud No 16 of 2022. Learning planning is fundamentally the preparation by teachers who give and receive lessons in the classroom. The design is created to minimize internal imperfections and provide clear instructions for completion. Learning planning is a core task that a teacher must perform before carrying out learning activities. Planning can prevent failure in learning. Through good planning, one can at least anticipate or minimize problems that may arise later, ensuring that learning proceeds normally and learning success is achieved.

Building on this, the research results show that learning planning, which is manifested in the teaching module (modul ajar), has been compiled consistently and systematically, covering complete components such as identity, initial competence, Pancasila Student Profile, up to Assessment and Appendices, in accordance with the requirements of Permendikbud No. 12 of 2024 (Merdeka Curriculum).

This research finding strongly affirms the quality and relevance of the developed teaching modules. In particular, the findings demonstrate the suitability of these modules in accordance with the latest standards set by the Minister of Education and Regulation (Permendikbud No. 12 of 2024). This connection is crucial because it ensures that teaching practices are aligned with current education policies. Moreover, these policies include the principles of the Merdeka Curriculum, which emphasize student-centered learning and contextual relevance.

This finding becomes highly significant when linked to the challenges educators face in transitioning to the curriculum. Specifically, various previous studies—including the comparative study by Sari and Haryani (2022) in their publication "Analysis of Teacher Readiness in the Implementation of the Merdeka Curriculum"—show that the shift from preparing the Lesson Implementation Plan (RPP) used in the 2013 Curriculum to preparing the Teaching Module (Modul Ajar) under the Merdeka Curriculum requires intensive training and mentoring. Clearly, this transition is not merely a change in terminology; it also

demands a deep understanding of the concepts of Learning Outcomes (CP) and Learning Objectives (TP), as well as the systematic development of more comprehensive teaching devices.

In the face of these challenges, the consistency of the teachers at SMP Terpadu Al-Ikhlas in compiling complete teaching modules indicates a higher success rate in curriculum adaptation at this institution. These modules, which include core components, general information, and appendices, are developed according to standards and reflect the teachers' effective transition from the old standard (RPP) to the new (Teaching Module). As a result, this successful adaptation places SMP Terpadu Al-Ikhlas in a more advantageous position. In contrast, other studies examining teacher readiness in curriculum implementation based on outdated standards or early transition phases often find variations in the quality and incompleteness of teaching materials.

The fundamental view in modern pedagogy is that mature planning is a catalyst for minimizing problems and achieving learning success efficiently. This view receives strong support from various scientific studies. For example, an in-depth review by Majid (2017) discusses the importance of planning in the context of "Teacher Competency Development." Furthermore, research and related literature often emphasize that, without a clear blueprint, the teaching-learning process becomes vulnerable to deviations, time wastage, and difficulty in achieving specific Learning Objectives (LOs). As a result, poor planning often leads to: 1) uncertainty of material, 2) disproportionate time allocation, and 3) difficulty in valid assessment.

In this study, the detailed and systematic planning by teachers of SMP Terpadu Al-Ikhlas Tual City becomes a prerequisite for targeted and effective learning. Detailed planning, such as the accurate preparation of the Teaching Module, serves several functions. 1) Roadmap: Provides a clear direction on what should be achieved, how to achieve it, and what evaluation tools will be used. 2) Risk Management: Identifies potential challenges, such as student differentiation needs, early on, so that preventive solutions can be incorporated. 3) Consistency: Ensures that the material is delivered consistently and sequentially, in line with the established Learning Outcomes (CP).

The quality of planning exhibited by teachers at SMP Terpadu Al-Ikhlas in Tual City extends beyond mere administrative compliance. It also signifies a high level of professionalism that connects directly with the potential for student success and time efficiency. This finding reinforces the idea that investing time in planning leads to significant savings during implementation. Learning implementation consists of three important parts. The first part, which includes the previous task, encompasses perception, motivation for teaching competence, and the teacher's action plan. The next is the core task that requires the teacher to apply a scientific approach in learning activities as outlined in the Merdeka Curriculum. The final part is the concluding lesson. Here, the teacher facilitates students in identifying the benefits of the lesson and provides an opportunity for them to inform the teacher about the next learning action plan.

The actuality of learning implementation is rated as good based on Permendikbud No. 16 of 2022 regarding the Standards for the Basic and Secondary Education Process. From observations and research on learning implementation, several results were obtained regarding the activities. In the Merdeka Curriculum and the compiled modules, a scientific approach is applied. However, in practice, classroom learning sometimes does not follow the created module. For example, the feedback given can be evaluative and focus only on the final result (right/wrong), rather than being formative to guide improvement.

The findings in the field show that students tend to be passive and receptive when teachers primarily use the lecture method. This is a consistent pattern supported by various pedagogical literature and research. This observation is not just anecdotal, but also reflects the fundamental limitations of the teacher-centered instructional model.

This phenomenon aligns with the conclusions of many educational studies. For example, Rahmawati (2023), in her work "Teaching and Learning Models," concludes that the teacher-centered method has low effectiveness in two crucial aspects. First, increased active engagement: Lecturing makes students passive recipients, limiting their chances to interact, discuss, or build their understanding. Second, the development of higher-order thinking skills (HOTS): This method rarely triggers cognitive activities such as analyzing, evaluating, or creating, which are key to HOTS, as it primarily focuses on factual knowledge transfer.

Although proven by theory and research that teaching method variations—such as Project-Based Learning, group discussions, or inquiry-based learning—are more effective for fostering active participation and HOTS, teachers still face dilemmas. Often, teachers revert to lecturing. Two main factors drive this return. First, lecturing is considered the fastest way to cover the material, even if it does not maximize student understanding. Second, habit and skill: Long-standing teaching habits and limited training in new methods lead teachers to prefer the lecture method, which is perceived as the easiest and requires less preparation.

Therefore, this finding is an important reminder. The success of the Merdeka Curriculum depends not only on document changes but also on teachers changing their teaching practices. Teachers must move beyond merely transferring information. Research has shown that collective and collaborative activities are the most effective way, not just for increasing teachers' theoretical knowledge, but more importantly, for turning that knowledge into classroom skills. This is demonstrated by the effectiveness of Subject Teacher Consultation in enhancing teacher competence.

This research, along with other related literature, consistently concludes that MGMP and school supervisor guidance are superior pathways for several reasons. First, MGMP as a Learning Community: MGMP functions as a Professional Learning Community. Here, teachers of the same subject can share experiences, evaluate teaching modules, address specific curriculum challenges, and jointly develop new teaching methods. This creates a peer support environment. Second, Supervisor Guidance as Coaching: The ideal role of the school supervisor is to act as a coach. A supervisor not only supervises but also gives constructive feedback, teaching demonstrations, and personal mentoring focused on real classroom problems. This guidance bridges the gap between the theory learned in training and its real-world implementation in the field.

Therefore, the recommendation for improving professionalism through MGMP and school supervisors is the most pragmatic and high-impact strategy to ensure the sustainability of improved learning quality.

Diagnostic Assessment, The result of the teacher performance evaluation at SMP Terpadu Al-Ikhlas Tual City, Maluku Province, shows that the learning evaluation component (assessment) is generally in the "Good" implementation. The initial assessment focuses only on students' cognitive aspects.

Alignment with the Merdeka Curriculum Philosophy: The Merdeka Curriculum emphasizes Differentiated Learning, which requires complete data on students' learning readiness, interests, and learning profiles (learning styles). Ignoring cognitive assessment (non-cognitive diagnostic) can hinder the effectiveness of differentiation.

Research on the challenges of implementing the Merdeka Curriculum, such as that conducted by Mustadi and Fitriani (2023) in the journal "Challenges of Implementing Diagnostic Assessment in the Merdeka Curriculum," often highlights that teachers struggle to design and analyse the results of non-cognitive assessments.

Formative Assessment, the formative instruments are well-designed and varied (observation, presentation, discussion, reflective journal). The variation of formative (non-test) instruments is an appreciable practice as it aligns with the Merdeka Curriculum's goal of assessing the process. However, the weakness lies in the quality of the feedback. Providing "right/wrong" (evaluative feedback tends to be ineffective in triggering learning improvement. Classic research by Hattie & Timperley (2007) in the Review of Educational Research (on" The Power of Feedback").

Summative Assessment. From the document analysis, it was found that the summative instruments were complete and systematic. The achievement in summative assessment shows that teachers have strong administrative and technical competence in meeting formal assessment standards. Technical and Administrative Compliance: The completeness of the test blueprint, answer keys, and variation in question difficulty levels indicate that the teacher is capable of designing assessments that are valid and reliable in the cognitive aspect, in accordance with the technical standards for preparing previous and current national/school examination questions.

Many studies in learning evaluation consistently emphasize the urgency of these practices. For example, a study by Arifin (2017) in his work on "The Quality of Evaluation Instruments" confirms that test blueprint

and item analysis are prerequisites for producing valid and reliable tests. The two that ensure the test items prepared are relevant to the established Learning Objectives (TP) and Learning Outcomes (CP). The test blueprint ensures that the test has high content validity, covers all essential materials, and maintains an appropriate proportionality in terms of difficulty level and the cognitive domain being measured. 2) Item Analysis: This is a critical statistical process for testing the effectiveness of each question after it has been administered. Teachers who routinely perform item analysis demonstrate a commitment to continuous improvement and mastery of basic psychometric techniques.

In the context of the Merdeka Curriculum, the successful implementation of summative assessments, supported by high-quality instruments, plays a larger role as an indicator of school accountability. Summative assessment carried out at the end of a learning unit or phase serves to measure the extent to which students have achieved the determined Learning Outcomes. Thus, the mastery of compiling and analysing evaluation instruments is not just a technical matter but a pillar of educational quality assurance that supports teacher professionalism and institutional accountability.

CONCLUSION

Teacher performance in lesson planning is generally good, with prepared teaching modules aligned to the independent curriculum and meaningful components included. Developed LKPDs are interesting and suited to students' abilities. Valid, reliable, practical, and fair assessment instruments are in use, and learning materials are reviewed by school leaders before each school year. However, some teachers have not fully adapted plans to school conditions or addressed all student learning needs. The learning process, including introductory, core, and closing activities, is categorized as good, although some teachers face difficulties using media, providing feedback, and building a positive classroom atmosphere. This results in some students being less active in class participation. Teacher performance in learning evaluation is good. Teachers conduct initial, formative, and summative assessments according to established learning tools. They use assessment results to provide feedback and monitor student learning. However, improvement is needed in initial assessments and the provision of constructive feedback.

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