



## Factors Influencing Teacher Readiness in Implementing Authentic Assessment of Merdeka Belajar Curriculum

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DOI: 10.15294/dp.v18i2.46968

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### History Article

Received August 22, 2023

Approved December 28, 2023

Published December 30, 2023

### Keywords

Authentic Assessment;  
Merdeka Belajar Curriculum;  
Teacher Readiness

### Abstract

This research aims to provide a factual analysis of the extent to which teachers are ready to apply the Merdeka Belajar Curriculum in terms of authentic assessment. Descriptive statistical analysis is a data analysis technique that uses software SmartPLS-based partial least squares (PLS-SEM). The population of this study was high school or equivalent teachers in Banyumas Regency, with 55 samples using the convenience sampling technique. As a result of research and discussion, it can be concluded that there is an influence from understanding the concept of authentic assessment and the ability to determine essential learning aspects to be assessed. Deciding which learning is crucial to assess also influences the ability to design assessment instruments. Meanwhile, the ability to design assessment instruments impacts the ability to prepare assessment documents, and the skills in administering assessment documents also influence the ability to analyze assessment results. The researchers recommend that schools continue to assist teachers in this regard and provide them with as much training as possible on the use of authentic assessment instruments in light of their findings.

### How to Cite

Naufalin, L.R., Anggraeni, A.I., Krisnaesanti, A., & Janah, M. (2023). Factors Influencing Teacher Readiness in Implementing Authentic Assessment of Merdeka Belajar Curriculum. *Dinamika Pendidikan*, 18 (2), 206-219.

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p-ISSN 1907-3720

e-ISSN 2502-5074

## INTRODUCTION

The 1945 Constitution of the Republic of Indonesia and Pancasila are the foundations of Indonesian education, shaped by the nation's culture. The 1945 Constitution mandates educational activities in the context of implementing a national system and achieving national education goals. Mustaghfiroh (2020) states that education fosters maturity, courage, independence, and self-employment. Developing educational adjustment strategies that allow students to think critically and independently when finding their identity is very important. In this case, developing students' critical thinking skills is more important than conveying positive knowledge that is taken for granted.

One possible action is giving students the freedom to participate freely in the learning process and transmit information (Aminah et al., 2022). Students can take on the role of a subject in the learning process, not just an object. Quality control is crucial because a country's educational development will never be complete (Raini et al., 2022). This is important so that the education system is more dynamic in accordance with the expectations of a nation's future population and is more focused, efficient, effective, and relevant (Novita et al., 2021).

Technology will impact education because it gradually changes all aspects of human life (Rizquha & Abdullah, 2022). Education providers must continue to maintain educational institutions' standards and especially their students' standards to keep abreast of the times (Munir & Ma'sum, 2022). This change requires that education also be flexible. It is necessary to renew the learning system in line with the current developments in globalization, and teachers must continue to improve and increase their competence in managing learning (Tiwa, 2022). If educators want to prepare students who can overcome difficulties and be competitive in a thriving social life, they must be able to adapt. The imple-

mentation and planning of education require effective management. Education will not function correctly without good management (Susilowati, 2022).

Teacher readiness, according to Rosidah et al. (2022), is a process in which a teacher prepares to respond or provide answers using a method when carrying out his professional duties. A person's readiness to become a professional teacher depends on various characteristics, including an individual's capacity for subject mastery, interest and aptitude for teaching, alignment with desired outcomes, and attitude toward the profession.

The following factors can affect the level of teacher readiness: (a) physiological factors, according to which behavior can occur when the nervous system, the five senses, and other physiological organs are functioning normally; (b) psychological factors, according to which one must be motivated and free from emotional conflict and psychological blocks in order to work effectively; (c) experience factors, according to which a person's readiness can be influenced by previous experience (George et al., 2009).

According to Pardimin (2018), the following criteria are considered standards for assessing teacher readiness when implementing authentic assessment: (a) comprehend the fundamental principles of authentic assessment; (b) possess the capacity to identify the learning elements that require immediate evaluation; (c) demonstrate proficiency in designing assessment instruments; (d) possess the abilities to manage assessment documents effectively; and (e) exhibit the capability to analyze assessment findings. Repairing a curriculum as a teacher guide is one of the learning instruments that can be used to carry out learning activities by planning to implement education (Angraini et al., 2021). A curriculum is a learning plan developed and used to achieve specific goals. The Latin word curriculum means English as a running course or a race course, especially a chariot race course (Fatimah et al., 2021). In French, courier means to run. In

a sporting context, it refers to the distance the competitors must travel from the line start until the finish to receive an award (Chamisijatin & Permana, 2019).

The learning curriculum in this country has been through about ten revisions, beginning with the 1947 RPP and most recently with the implementation of the 2013 Curriculum., and the Merdeka curriculum. This phenomenon shows how the educational curriculum can adapt and provide a means to overcome the difficulties posed by evolving changes and technological advances (Santika et al., 2022).

The government is innovating the school curriculum through the Merdeka Curriculum to improve academic standards. The Merdeka Curriculum provides various intracurricular learning opportunities (Fahira et al., 2022). The content will be more appropriate, with additional opportunities for students to reinforce their skills and solidify their knowledge. By selecting from various instructional resources, teachers can customize the curriculum to meet each student's interests and learning requirements. The government's theme is the foundation for developments to improve Pancasila students' profile achievement.

The Merdeka Curriculum is a curriculum that offers various intracurricular learning opportunities. The content will be more suitable to give students enough time to deepen concepts and reinforce competence. Teachers can adapt the curriculum to each student's interests and learning needs by choosing from various teaching materials. Development to increase the achievement of Pancasila student profiles is based on the theme set by the government. The program is unrelated to subjects because it is not designed to meet specific learning achievement targets (Kemendikbudristek, 2022).

Nadiem Makarim, as Minister of Education, leads the breakthrough policy of Merdeka Belajar, which aims to rebuild the management authority of local government and school principal education (Sutanto, 2020, p. 7). Merdeka Belajar has various advantages for students, such as encouraging personal

growth, cultivating a caring attitude towards their learning environment, increasing self-confidence and skill levels, and facilitating easier social integration (Ainia, 2020). Thus, providing opportunities for Merdeka Belajar is essential to meeting the needs and demands of education in the 21st century.

The purpose of Merdeka Learning is to provide a fun environment for educators, students, and parents. Research by Saleh (2020) emphasized that teachers are critical in Merdeka Belajar and can even act as catalysts for development. Independent learning is possible because independent teachers and students are the cornerstone of policy (Daga, 2021). Meanwhile, according to Dhani (2020), the teacher's role in creating a Merdeka Belajar Curriculum includes (1) Create precise learning objectives that align with curriculum objectives and consider the unique characteristics of the subject, students, and classroom environment. Additionally, develop a learning process that successfully supports students in attaining the established learning goals or skills; (2) design the learning process into the curriculum; (3) evaluate the results and learning process; and (4) examine the linkages between the applied curriculum components.

To perfect the previous curriculum and cope with globalization changes, the Merdeka Belajar Curriculum was developed. In addition, it aims to develop a quality and competitive Indonesian human resource base. Merdeka's Curriculum is aligned with 21st-century learning goals and essential skills listed in the Framework for the 21st Century, where students are expected to be skilled in problem-solving, critical thinking, cooperation, and communication. In order to realize the success of 21st-century learning, the necessary system support is in the form of (1) standards and assessments; (2) curriculum and instruction; (3) professional development; and (4) learning environment.

Standards and assessments are closely intertwined in the educational process, including implementing the Merdeka Belajar Curriculum in high schools. Standards and assess-

ments are needed to assess how successfully education has been carried out. Information about educational assessment standards, particularly criteria for scope, objectives, benefits, principles, mechanisms, processes, and student learning outcomes assessment tools that form the basis for assessing student learning outcomes in primary and secondary education, is contained in Permendikbud Number 23 of 2016.) In addition to determining whether learning objectives have been achieved, evaluation of learning outcomes can show changes in student behavior and provide feedback for efforts to improve the learning process (Nisrohka, 2018).

Authentic assessment is the primary strategy educators use to measure the effectiveness of student learning (Permendikbud Number 104, 2014). Authentic assessment is a complex learning outcomes assessment design. According to Permendikbud Number 104 (2014), authentic assessment requires students to show attitudes and use the knowledge and skills they have learned to carry out assignments in real-world situations. Teachers must understand the importance of this authentic assessment in evaluating student learning outcomes, using learning techniques for all aspects of the assessed talent. This shows that teachers need to prepare themselves for the assessments given to students. Authentic learning is crucial because authentic assessment is necessary for the Merdeka Curriculum (Khoirurrijal et al., 2022, p. 88).

As part of an evaluation known as authentic assessment, students are expected to demonstrate the knowledge and skills needed to deal with problems and situations that arise in the real world (Sani, 2016). Marhaeni (2015) emphasizes that for authentic assessment involving students and the problems or questions concerned, it is necessary to monitor and assess student performance in various alternative problem-solving methods in an environment or context inspired by real-world conditions.

According to Permendikbud Number 104 of 2014) authentic assessment types in-

clude assessments based on observation, field assignments, portfolios, projects, products, journals, practica, performance, and self-evaluation. Some authentic assessments measure student learning progress, including attitudes, knowledge, and skills.

Due to the assumption that authentic assessment in the Merdeka Belajar Curriculum is too challenging to complete because it requires making rubrics, converting them, and inputting them into a list of grades, some teachers still have difficulty implementing them (Rosidah et al., 2022). Making assessment criteria, setting grades, managing time, and recognizing differences in each student's character are challenges teachers face when carrying out authentic assessments (Hajaroh & Adawiyah, 2018). The same research was conducted by Christy (2017), who found that teachers could not apply this assessment approach optimally due to a lack of socialization and authentic assessment training.

Teachers do not fully understand government policies regarding the Merdeka Belajar Program (Yuhastina et al., 2020). In addition, there is still very little socialization of the Merdeka Belajar paradigm, and little is understood about the methods of implementing the Merdeka Belajar Curriculum. This happens because the difference in the curriculum used so far with the Merdeka Learning curriculum does not have a structural explanation. Obstacles related to understanding revolve around not understanding the essence of Merdeka Belajar; it is difficult to get rid of old habits, namely the lecture method, which still dominates. In addition, the challenges of creating instructional modules and mismatching platform learning with what is in them cause the teacher to have difficulty making authentic assessments during the evaluation process (Susilowati, 2022).

In this regard, research by Rosidah et al. (2022) found that even though teachers have been well prepared and understand enough about the basics of authentic assessment, teachers still have a lot to learn to become more proficient and simple in implementing it. Gi-

ven that the assessments still appear to be conducted in line with the rubrics of the teacher's book, it is understandable that teachers are not ready to use actual assessments and evaluation rules that are still being developed.

Senior high school or equivalent in Banyumas Regency as part of the education system where teachers also carry out authentic assessments in the Merdeka Belajar Curriculum. It is necessary to know the level of teacher readiness among high school or equivalent teachers in the Banyumas Regency to implement authentic assessments in the Merdeka Belajar Curriculum. This curriculum has just been established and requires additional research. The purpose of this study is to provide a factual analysis of the extent to which teachers are ready to apply the Merdeka Belajar Curriculum in terms of authentic assessment.

## METHODS

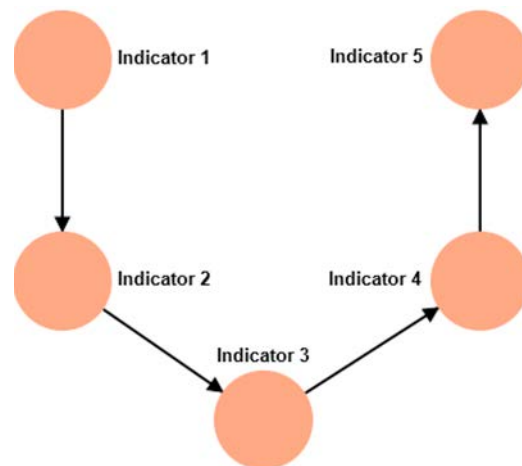
The research method used in the study is quantitative with survey techniques. The population of this study was high school or equivalent teachers in Banyumas Regency. Data Pokok Pendidikan (2023) shows 2.987 high school or equivalent teachers in Banyumas Regency. In the opinion of Kerlinger and Lee (2000), at least 30 samples were used in the study. In this study, a sample of 55 teachers was taken the method of determining the sample using convenience sampling techniques.

The location of this research is a high school or equivalent in Banyumas Regency. The data used is a combination of primary and secondary data. This study's primary data was subject readiness data from the implementation of the Merdeka Belajar Curriculum authentic assessment, which was obtained through a closed questionnaire distributed to the research subjects. At the same time, the secondary research data comes from documentation studies. The data analysis technique used is descriptive statistical analysis software SmartPLS-based partial least squares (PLS-SEM).

## RESULT AND DISCUSSION

### Structural Model Design (Inner Model)

The relationship between each indicator and latent variables developed based on theoretical substance is explained using a structural model. Structural models created using SmartPLS are shown in Figure 1.



**Figure 1.** Structural Model Design (Inner Model)

Based on this design, the research hypothesis can be arranged as follows.

*The influence of understanding the concept of authentic assessment (I1) on the ability to decide which aspects of learning are essential to assess (I2)*

To effectively fulfill their duties in education, a teacher must possess the capacity to comprehend the curriculum and learning concepts. This includes teaching, guiding, directing, training, assessing, and evaluating students. This encompasses the capacity to create educational programs inside a school setting. (Darimi, 2015). Teachers have a responsibility to help all students meet competency standards set by educational institutions. Teachers are expected to be able to use the most recent curriculum, especially the Merdeka Belajar Curriculum, by understanding these strategies.

This is in line with the research of Pribadi et al. (2023), which states that if a teacher can apply the concepts of the Merdeka Curriculum, including authentic assessment, and make the right decisions, the teacher will be able to carry out the curriculum and learning effectively and efficiently.

*The influence of the ability to decide which aspects of learning are essential to assess (I2) on the ability to design instruments (I3)*

Assessment is obtaining data regarding student performance to be used as a basis for decision-making (Harun & Mansyur, 2008). Because it will be used as a benchmark for the success of implementation, the assessment is a decisive step in implementing education. According to Depdiknas-Balitbang (2006), learning assessment is a teacher's activity related to making decisions about developing student competencies with specific individual attributes.

Data is needed as credible information to be used as a basis for decision-making (Mawardi & Hardini, 2020). Teachers can record and compile the knowledge acquired during the learning process by using assessment methods and technology appropriate to the competencies or indicators to be assessed. Based on this process, the curriculum develops a description or profile of students' abilities in achieving competency standards and specific basic abilities so that it is concluded that the teacher's ability to make decisions can affect his ability to design assessment instruments.

*The influence of the ability to design instruments (I3) on the ability to administer assessment documents (I4)*

Because evaluating learning is very important, educators must study the underlying theories. One of the essential talents that educators must have is the ability to design and use assessment instruments and administer

them (Fajriana & Aliyah, 2019). Because the instrument is based on predetermined learning objectives, educators must manage learning instruments to evaluate learning (Asrul et al., 2022). This has led to the creation and organizing of appropriate and relevant educational materials.

Based on this explanation, a teacher must understand learning instrument administration to accurately evaluate student learning outcomes (Rahman & Nasryah, 2019). This aligns with research by Faisal (2022), which explains the need for proficiency in administering instruments in conducting learning evaluations.

*The influence of the ability to administer assessment documents (I4) on the ability to analyze the results of the assessment (I5)*

Teachers must be able to administer assessments of ongoing learning processes and outcomes using various technologies, and teachers are also required to provide assessments and evaluations of learning outcomes and learning processes (Harahap, 2022). Mustika et al. (2021) argue that administering this assessment is very important because it can help teachers better understand and assess learning outcomes and the learning process. Therefore, teachers must be able to arrange school administration (Muspawi, 2021).

Faisal (2022) explains how administering instruments adds information to evaluate learning. This implies that a teacher with administrative expertise can support the process of evaluating student learning, which, in this case, is analyzing the assessment results. Teachers will find it easier to analyze test results with effective administration.

### **Measurement Model Planning (Outer Model)**

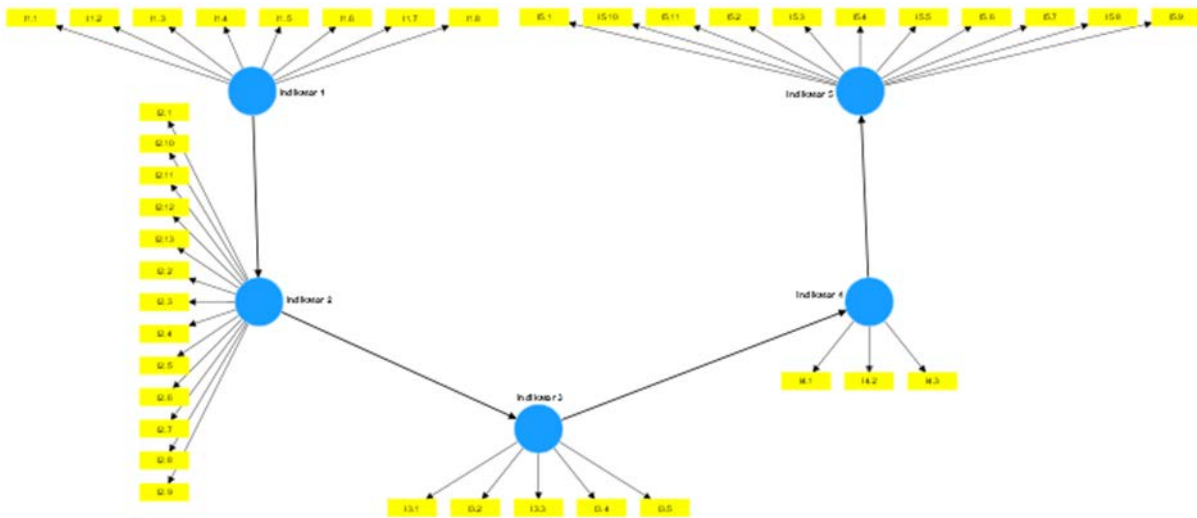
The design of this model aims to describe the character of each statement item for

each indicator on the latent variable. I am designing a measurement model with SmartPLS, shown in Figure 2.

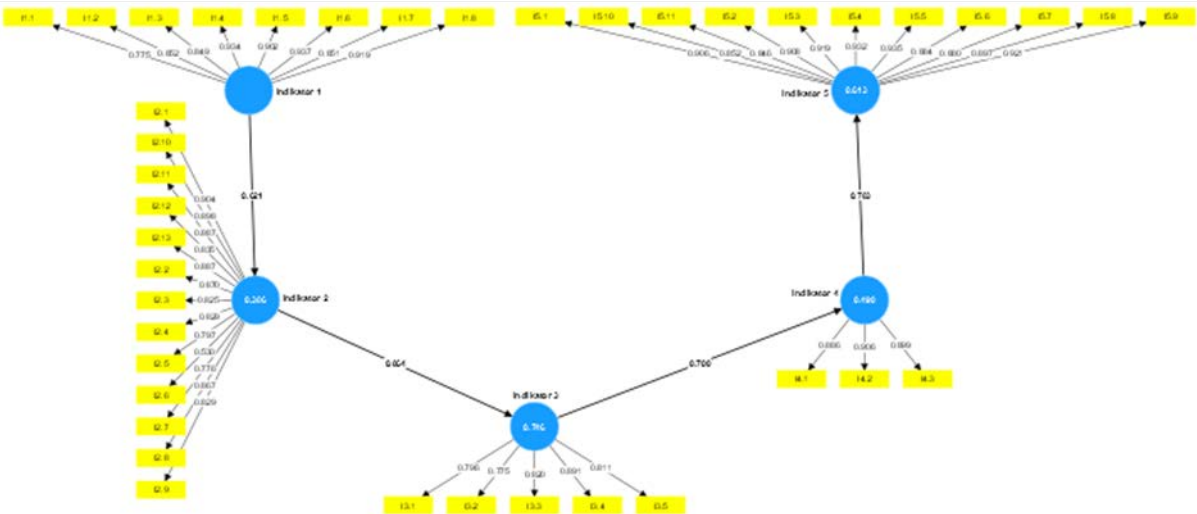
riable indicator with value loading factor for all statement items interpreted as convergent validity. The value used in this test is Outer Loading from Cronbach's Alpha with a value  $> 0,7$ . The results of the validity test for each statement item against the latent variable indicators are presented in Table 1.

**Evaluation of the Measurement Model (Outer Model)**

First, Convergent Validity. Latent va-



**Figure 2.** Measurement Model Planning (Outer Model) Early



**Figure 3.** Measurement Model Planning (Outer Model) End

**Table 1.** Validity Test Results

| Indicator  | Number Items | Outer Loading | Result  |
|--|--------------|---------------|---------|
| Understanding of the concept of authentic assessment (I1)                | 1            | 0.775         | Valid   |
|  | 2            | 0.852         | Valid   |
|  | 3            | 0.849         | Valid   |
|  | 4            | 0.934         | Valid   |
|  | 5            | 0.902         | Valid   |
|  | 6            | 0.937         | Valid   |
|  | 7            | 0.851         | Valid   |
|  | 8            | 0.919         | Valid   |
| Ability to decide which aspects of learning are essential to assess (I2) | 1            | 0.904         | Valid   |
|  | 2            | 0.870         | Valid   |
|  | 3            | 0.835         | Valid   |
|  | 4            | 0.829         | Valid   |
|  | 5            | 0.797         | Valid   |
|  | 6            | 0.530         | Invalid |
|  | 7            | 0.776         | Valid   |
|  | 8            | 0.867         | Valid   |
|  | 9            | 0.829         | Valid   |
|  | 10           | 0.898         | Valid   |
|  | 11           | 0.887         | Valid   |
|  | 12           | 0.835         | Valid   |
|  | 13           | 0.887         | Valid   |
| Ability to compose instruments (I3)                                      | 1            | 0.796         | Valid   |
|  | 2            | 0.775         | Valid   |
|  | 3            | 0.820         | Valid   |
|  | 4            | 0.891         | Valid   |
|  | 5            | 0.811         | Valid   |
| Ability to administer assessment documents (I4)                          | 1            | 0.886         | Valid   |
|  | 2            | 0.906         | Valid   |
|  | 3            | 0.899         | Valid   |



| Indicator                                  | Number Items | Outer Loading | Results |
|--|--------------|---------------|---------|
| Ability to analyze assessment results (I5) | 1            | 0.906         | Valid   |
|  | 2            | 0.908         | Valid   |
|  | 3            | 0.919         | Valid   |
|  | 4            | 0.932         | Valid   |
|  | 5            | 0.935         | Valid   |
|  | 6            | 0.884         | Valid   |
|  | 7            | 0.880         | Valid   |
|  | 8            | 0.897         | Valid   |
|  | 9            | 0.921         | Valid   |
|  | 10           | 0.852         | Valid   |
|  | 11           | 0.846         | Valid   |

Source: Processed primary data (2023)

**Table 2.** Reliability Test Results

| Indicator  | Reliability Composite | Result   |
|--|-----------------------|----------|
| Understanding the concept of authentic assessment (I1)                   | 0.964                 | Reliable |
| Ability to decide which aspects of learning are essential to assess (I2) | 0.966                 | Reliable |
| Ability to compose instruments (I3)                                      | 0.911                 | Reliable |
| Ability to administer assessment documents (I4)                          | 0.925                 | Reliable |
| Ability to analyze assessment results (I5)                               | 0.979                 | Reliable |

Source: Processed primary data (2023)

Second, Reliability Composite. A reliable instrument is an instrument that can be relied upon as a result of good research. If the reliability composite value is  $> 0.7$ , the instrument is reliable. Following are the results of the reliability test with SmartPLS.

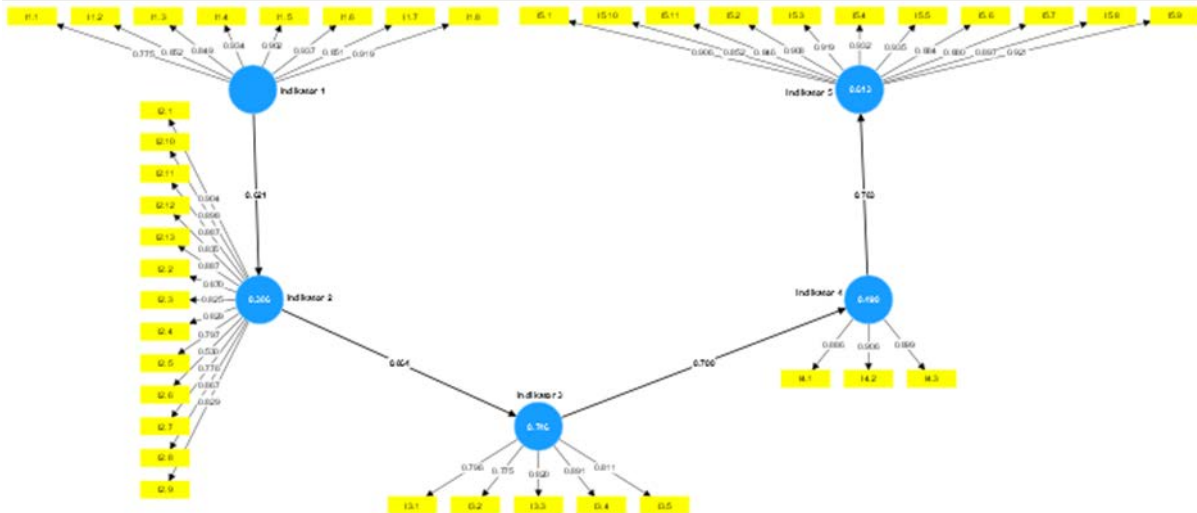
### Evaluation of the Structural Model (Inner Model)

R Square (R<sup>2</sup>) is used to evaluate the structural model and determine how latent variable indicators with statement items affect other latent variable indicators with statement items. Following are the results of R Square (R<sup>2</sup>) with SmartPLS.

The results of the R-value square shows that the ability indicator to decide essential aspects of learning to be assessed (I2) has an R Square of 0.386, the instrument design ability indicator (I3) has an R Square of 0.746, the indicator of ability to administer assessment documents (I4) has a R Square of 0.490, and the ability indicator to analyze the results of the assessment (I5) has a R Square of 0.613.

### Hypothesis Testing

Hypothesis testing in PLS-SEM is carried out in stages using bootstrapping using t or p values. The significance value in this test is 5%, so table 1,674. The criterion in this test



**Figure 4.** R Square Result

**Table 3.** Path Coefficient

| Information | Original Sample (O) | Sample Average (M) | Standard Deviation (STDEV) | t <sub>statistic</sub> | P Value |
|-------------|---------------------|--------------------|----------------------------|------------------------|---------|
| I1 → I2     | 0.621               | 0.628              | 0.167                      | 3.728                  | 0.000   |
| I2 → I3     | 0.864               | 0.862              | 0.037                      | 23.203                 | 0.000   |
| I3 → I4     | 0.700               | 0.716              | 0.092                      | 7.638                  | 0.000   |
| I4 → I5     | 0.783               | 0.797              | 0.059                      | 13.216                 | 0.000   |

Source: Processed primary data (2023)

is if  $t_{statistic} \geq t_{table}$  face  $H_0$  is rejected and  $H_a$  is accepted, whereas if  $t_{statistic} \leq t_{table}$  face  $H_0$  is accepted and  $H_a$  is rejected. Table 3 below shows the test results for bootstrapping on the path coefficient.

**The influence of understanding the concept of authentic assessment (I1) on the ability to decide which aspects of learning are essential to assess (I2)**

Understanding of the concept of authentic assessment (I1) and the ability to decide on aspects of learning that are important to be assessed (I2) has statistic  $3.728 > t_{table} 1.674$ ; it can be inferred that there is a correlation between comprehending the concept of authentic assessment and the capacity to determine crucial aspects of learning that should be evaluated. Additionally, the preparedness of high

school or equivalent teachers in Banyumas Regency to implement authentic assessment of the Merdeka Belajar Curriculum is deemed satisfactory. To carry out their primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students, teachers must first understand the curriculum and learning concepts, including the ability to develop curriculum in schools (Darimi, 2015). Teachers have a responsibility to help all students meet competency standards set by educational institutions. Teachers are expected to be able to use the most recent curriculum, especially the Merdeka Belajar Curriculum, by understanding these strategies.

This is in line with the research of Pribadi et al. (2023), which states that if a teacher can apply the concepts of the Merdeka Curriculum, including authentic assessment, and

make the right decisions, the teacher will be able to carry out the curriculum and learning effectively and efficiently.

**The influence of the ability to decide which aspects of learning are essential to assess (I2) on the ability to design instruments (I3)**

The ability to decide which aspects of learning are essential to assess (I2) against the ability to design instruments (I3) has a statistic of  $23.203 > \text{table } 1.674$ , so it can be concluded that the second hypothesis was answered meaningfully. This indicates that the ability to determine important aspects of learning to assess influences the ability to design instruments. Assessment is obtaining data regarding student performance to be used as a basis for decision-making (Harun & Mansyur, 2008). Because it will be used as a benchmark for the success of implementation, the assessment is a decisive step in implementing education. According to Depdiknas-Balitbang (2006), learning assessment is a teacher's activity related to making decisions about developing student competencies with specific individual attributes.

Data is needed as credible information to be used as a basis for decision-making (Mawardi & Hardini, 2020). Teachers can record and compile the knowledge acquired during the learning process by using assessment methods and technology appropriate to the competencies or indicators to be assessed. Based on this process, the curriculum develops a description or profile of students' abilities in achieving competency standards and specific basic skills so that it is concluded that the teacher's ability to make decisions can affect his ability to design assessment instruments.

**The influence of the ability to design instruments (I3) on the ability to administer assessment documents (I4)**

The ability to design instruments (I3) on the ability to administer assessment documents (I4) has a statistic of  $7.638 > \text{table } 1.674$ , so it can be concluded that there is an

influence between the ability to design instruments and the ability to administer assessment documents from the readiness of high school or equivalent teachers in Banyumas Regency in implementing authentic assessments of Merdeka Belajar Curriculum considered ready.

Because evaluating learning is very important, educators must study the underlying theories. One of the essential talents that educators must have is the ability to design and use assessment instruments and administer them (Fajriana & Aliyah, 2019). Because the instrument is based on predetermined learning objectives, educators must manage learning instruments to evaluate learning (Asrul et al., 2022). This has led to the creation and organizing of appropriate and relevant educational materials.

Based on this explanation, a teacher must understand learning instrument administration to accurately evaluate student learning outcomes (Rahman & Nasryah, 2019). This aligns with research by Faisal (2022), which explains the need for proficiency in administering instruments when conducting learning evaluations.

**The influence of the ability to administer assessment documents (I4) on the ability to analyze the results of the assessment (I5)**

Findings from the fourth hypothesis statistical  $13.216 > \text{table } 1.674$ , so it can be concluded that the ability to organize assessment documents affects the ability to analyze authentic assessment outcomes of the Merdeka Belajar Curriculum and this demonstrates the preparedness of teachers to implement authentic assessment.

Teachers must be able to administer assessments of ongoing learning processes and outcomes using various technologies, and teachers are also required to provide assessments and evaluations of learning outcomes and learning processes (Harahap, 2022). Mustika et al. (2021) argue that administering this assessment is critical because it can help te-

achers better understand and assess learning outcomes and the learning process. Therefore, teachers must be able to arrange school administration (Muspawi, 2021).

Faisal (2022) explains how administering instruments adds information to evaluate learning. This implies that a teacher with administrative expertise can support the process of evaluating student learning, which, in this case, is analyzing the assessment results. Teachers will find it easier to analyze test results with effective administration.

## CONCLUSION

Based on the results of the research and discussion on the readiness of high school or equivalent teachers in Banyumas Regency to implement authentic Merdeka Belajar Curriculum assessments, it can be concluded that there is an influence between understanding the concept of authentic assessment and the ability to decide on aspects of learning that are important to be assessed and the readiness of high school or equivalent teachers in Banyumas Regency in implementing authentic assessment of the Merdeka Belajar Curriculum assessed as ready this is in line with the research of Pribadi et al. (2023) which states that if a teacher can apply the concepts of the Merdeka Curriculum, including authentic assessment, and make the right decisions, the teacher will be able to carry out the curriculum and learning effectively and efficiently.

There is an influence between the ability to decide on essential learning aspects to be assessed and the ability to design instruments from the readiness of high school or equivalent teachers. There is an influence between the ability to administer assessment documents and the ability to analyze the assessment results of the readiness of high school or equivalent teachers in Banyumas Regency in implementing authentic assessments of the Merdeka Belajar Curriculum considered ready. The researchers recommend that schools continue to assist teachers in this regard and provide them with as much training as possible

on using authentic assessment instruments in light of their findings.

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