

ABSTRAK

Adi Saputro. 2025. *Praktik Asesmen Formatif Dalam Kurikulum Merdeka (Studi Pada SMKS PGRI 1 Madiun)*. Skripsi. Program Studi Pendidikan Akuntansi, FKIP, Universitas PGRI Madiun. Dosen Pembimbing (I) Dr. Supri Wahyudi Utomo, M.Pd, (II) Dr. Nur Wahyuning Sulistyowati, S.E., M.Pd.

Asesmen formatif merupakan salah satu aspek penting dalam kurikulum merdeka. Di mana SMKS PGRI 1 Madiun telah melaksanakan asesmen formatif mata pelajaran kewirausahaan secara informal. Tujuan dari penelitian ini untuk mendeskripsikan praktik asesmen formatif mata pelajaran kewirausahaan dalam kurikulum merdeka di SMKS PGRI 1 Madiun. Metode penelitian menggunakan pendekatan kualitatif deskriptif. Data primer dikumpulkan dengan wawancara melalui dua informan meliputi kepala sekolah yang merangkap menjadi guru mata pelajaran kewirausahaan dan waka kurikulum. Validitas data menggunakan triangulasi sumber. Hasil penelitian menunjukkan bahwa asesmen formatif telah dilaksanakan sebagai bagian dari pemantauan dan pemberian umpan balik selama proses pembelajaran, meskipun belum terdokumentasi secara sistematis karena dilaksanakan secara informal yaitu dilakukan dengan tindakan pemantauan dan pengamatan sikap, perilaku, dan karakter siswa, pemberian motivasi dan nasehat saat pembelajaran. Temuan ini mengindikasikan bahwa pemahaman guru terhadap asesmen formatif cukup baik dari aspek afektif, namun masih diperlukan peningkatan dalam aspek perencanaan dan pencatatan agar asesmen dapat berfungsi lebih efektif.

Kata Kunci : Asesmen Formatif; Kurikulum Merdeka; SMK

ABSTRACT

Adi Saputro. 2025. *Practice of Formative Assessment in the Independent Curriculum (Study at SMKS PGRI 1 Madiun)*. Thesis. Accounting Education Study Program, FKIP, University of PGRI Madiun. Supervisor Lecturer (I) Dr. Supri Wahyudi Utomo, M.Pd, (II) Dr. Nur Wahyuning Sulistyowati, S.E., M.Pd.

Formative assessment is one of the important aspects of the independent curriculum. Where SMKS PGRI 1 Madiun has carried out formative assessments of entrepreneurship subjects informally. The purpose of this study is to describe the practice of formative assessment of entrepreneurship subjects in the independent curriculum at SMKS PGRI 1 Madiun. The research method uses a descriptive qualitative approach. Primary data was collected by interviews through two informants, including the principal who is also a teacher of entrepreneurship subjects and a curriculum waka. Data validity uses source triangulation. The results of the study show that formative assessments have been carried out as part of monitoring and providing feedback during the learning process, although it has not been systematically documented because it is carried out informally, namely by monitoring and observing students' attitudes, behaviors, and characters, providing motivation and advice during learning. These findings indicate that teachers' understanding of formative assessments is quite good from the affective aspect, but improvements are still needed in the planning and recording aspects so that assessments can function more effectively.

Keywords: Formative Assessment; Independent Curriculum; SMK