



# TEACHER'S KNOWLEDGE ABOUT PRE-ASSESSMENT

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# INTRODUCTION

The Merdeka Curriculum aims to overcome the learning crisis in Indonesia by creating an adaptive generation that is able to face changing times. This curriculum emphasizes essential learning and talent interests, and prioritizes differentiated learning to meet students' individual needs through assessment. Pre-assessment is very important in designing learning, but many teachers have difficulty in preparing it. A study of teachers' knowledge regarding pre-assessment is needed to ensure effective implementation in elementary schools, in order to improve teachers' understanding and skills in planning learning according to the Independent Curriculum.

# LITERATURE REVIEW

No.	Writer's Name	Research Title	Year of Research	Research result
1.	Ardiansyah Fitri Sagita Mawaddah	Assessment in the Independent Learning Curriculum	2023	The results of the pre-assessment can be a basic reference for teachers to plan learning activities that are tailored to the characteristics and needs of students.
2.	Siskha Putri Sayekti	Systematic Literature Review: Development of Learning Assessment for the Independent Learning Curriculum for Elementary School Level	2022	Only a few teachers have mastered the preparation of pre-assessment instruments.
3.	Alimuddin	Implementation of the Independent Curriculum in Elementary Schools	2023	Pre-assessment in elementary schools has not been carried out well because teachers' understanding of pre-assessment is still lacking.
4.	Khamis dan Selamat	The Use of Feedback in the Classroom Assessment: A Case Study	2019	Pre-assessment can take the form of simple questions, discussions, or observations to measure students' initial knowledge and readiness
5.	Bailey, A. L., & Heritage, M	Formative assessment for literacy, grades K-6: Building reading and academic language skills across the curriculum	2008	Pre-assessment only serves as an administrative formality to fulfill curriculum requirements or school documents, without actually being used to influence teaching methods.
6.	Borg	Evaluating the Impact of Professional Development	2018	Training on pre-assessment and professional development for teachers, including on the use of pre-assessment, is key to improving student learning outcomes.

# METHOD

This research uses a case study approach. The sample in this research was ten elementary school teachers in one of the state elementary schools in the East District of Karawang City. The data from the interviews were recorded and the results were processed qualitatively.

The following is a table based on the research methods described:

No	Indicator	Information
1.	Teacher Knowledge	Understand the concept of pre-assessment
2.	Pre-Assessment Function	Knowing the purpose and benefits of pre-assessment
3.	Forms of Pre-Assessment	Recognize the various types and forms of pre-assessment
4.	Utilization of Pre-Assessment	How pre-assessment is used in teaching practice
5.	Misconceptions About Pre-Assessment	Misconceptions or inaccurate views about pre-assessment

# FINDING AND DISCUSSION

Based on research using data collection techniques through interviews with ten teachers, on average they do not understand the concept of pre-assessment, have difficulty in preparing pre-assessment, do not realize the importance of pre-assessment, do not know much about the types and forms of pre-assessment, have not implemented pre-assessment. -assessment completely so they are not aware of the benefits of pre-assessment, and there are misconceptions about pre-assessment.

## *1. Knowledge of Pre-Assessment Concepts*

Pre-Assessment is an assessment process carried out at the beginning of learning material. Pre-Assessment is very helpful for teachers when the learning unit is about to start (Tomlinson, 2013).

Borg (2018) states that training on pre-assessment and professional development for teachers, including the use of pre-assessment, is key to improving student learning outcomes. In addition, a study from Hammond LD, Hyle EM (2017) underscores the importance of proper training to ensure teachers can implement pre-assessment effectively in their classrooms.

# FINDING AND DISCUSSION

## 2. *Pre-Assessment Function*

- a. Identifying Student Prior Knowledge and Readiness
- b. Adjusting Learning Instruction
- c. Setting Realistic Learning Goals
- d. Increase Student Participation

## 3. *Forms of Pre-Assessment*

According to research, these forms of pre-assessment are very important to start an effective learning process. However, there are still many teachers who understand the forms of pre-assessment, namely that pre-assessment is to measure students' learning styles but have not implemented it optimally.

- a. **Pre-Assessment of Student Readiness**
- b. **Learning Style Pre-Assessment**
- c. **Interest Pre-Assessment**



# FINDING AND DISCUSSION

## 4. *Utilization of Pre-Assessment*

Pre-assessment helps teachers identify students' prior knowledge, strengths, and weaknesses. This information allows teachers to design learning that better suits students' individual needs, reduces learning gaps, and ensures that all students can follow the material well (Tomlinson, 2013).

## 5. *Misconceptions About Pre-Assessment*

Misconceptions about pre-assessment are misunderstandings that often occur among teachers regarding its definition, objectives and how to implement it. Many teachers misunderstand pre-assessment as a formal assessment that must use difficult questions. In fact, pre-assessment should be done in an easy way and does not need to be formal.

Pre-assessment can take the form of simple questions, discussions, or observations to measure students' initial knowledge and readiness (Khamis & Selamat, 2019). There is an opinion that pre-assessment will take up a lot of time from the learning process. In fact, pre-assessment can be done quickly and flexibly

# CONCLUSION

Pre-assessment is a critical initial step in the learning process, allowing teachers to understand a student's initial level of knowledge and skills before beginning instruction. Teachers' knowledge about pre-assessment includes understanding the concept of pre-assessment, the function of pre-assessment, forms of pre-assessment, and the use of pre-assessment. Based on the results of this research, it can be concluded that:

1. The level of knowledge of teachers who do not fully understand the concept of pre-assessment, the function of pre-assessment, forms of pre-assessment, and the use of pre-assessment.
2. Most teachers are aware of the importance of pre-assessment but have not implemented it, which is thought to be caused by several factors.
3. There is a misconception that some teachers think that pre-assessment is an assessment that is carried out in a difficult way.

Therefore, to increase the effectiveness of pre-assessment, seminar programs are needed, ongoing training programs that can help teachers deepen their understanding of skills in conducting pre-assessment in elementary schools.



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THANK YOU!