The Analysis of the Educational Unit Assessment Strategy on the Independent Learning Curriculum at the Schools

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Article Info	Abstract
	The Independent Learning Curriculum (ILC) is a student-centered approach emphasizing self-directed learning and individualized instruction. However, traditional assessment methods may need to align with the curriculum's goals. This paper analyzes the current strategies for assessing academic units in the ILC at the school level. A comprehensive literature review and a case study analysis were conducted to identify the current system and best practices for assessing academic units in the ILC. The literature review identified the importance of involving students in the assessment process and the need for clear learning objectives and criteria for success. The case study analysis included interviews with teachers, administrators, and students to gather data on the assessment methods and their effectiveness. The data collected from the literature review and case study analysis was then analyzed using qualitative data analysis techniques, including content and thematic analysis. The data were organized into categories and themes to identify patterns and trends in the assessment strategies used at the school level. Assessment methods were used, including self-assessment and peer and teacher assessments. It also found that involving students in the assessment process and providing clear learning objectives and criteria for success were essential factors. The paper concludes that a more comprehensive approach to assessment, which focuses on the process of learning rather than just the outcome, is necessary for a practical evaluation.
Artikel Info	Abstrak
	Kurikulum Pembelajaran Merdeka (ILC) adalah pendekatan yang berpusat pada siswa yang menekankan pembelajaran mandiri dan instruksi individual. Namun, metode penilaian tradisional mungkin perlu diselaraskan dengan tujuan kurikulum. Makalah ini menganalisis strategi saat ini untuk menilai unit akademik di ILC di tingkat sekolah. Tinjauan literatur yang komprehensif dan analisis studi kasus dilakukan untuk mengidentifikasi sistem saat ini dan praktik terbaik untuk menilai unit akademik di ILC. Tinjauan literatur mengidentifikasi pentingnya melibatkan siswa dalam proses penilaian dan perlunya tujuan pembelajaran yang jelas dan kriteria keberhasilan. Analisis studi kasus mencakup wawancara dengan guru, administrator, dan siswa untuk mengumpulkan data tentang metode penilaian dan keefektifannya. Data yang terkumpul dari kajian pustaka dan analisis studi kasus kemudian dianalisis dengan menggunakan teknik analisis data kualitatif, meliputi analisis isi dan analisis tematik. Data disusun dalam kategori dan tema untuk mengidentifikasi pola dan tren dalam strategi penilaian yang digunakan di tingkat sekolah. Metode penilaian yang digunakan, termasuk penilaian diri dan penilaian teman dan guru. Juga ditemukan bahwa melibatkan siswa dalam proses penilaian dan memberikan tujuan pembelajaran yang jelas dan kriteria keberhasilan merupakan faktor penting. Makalah ini menyimpulkan bahwa pendekatan penilaian yang lebih komprehensif, yang berfokus pada proses pembelajaran daripada hanya hasil, diperlukan untuk evaluasi praktis.

I. INTORDUCTION

The Independent Learning Curriculum has been implemented in Indonesian schools to give students a more student-centered and flexible learning experience (Chiu & Chai, 2020; Putra et al., 2020; Hendriarto et al., 2021). As part of this new curriculum, assessment strategies for academic units have also been developed to align with the overall goals of the curriculum (Aslan et

al., 2020). However, there is still a need to analyze the effectiveness of these assessment strategies in promoting independent learning among students. This research aims to fill this gap by qualitatively analyzing the assessment strategies used in academic units in the Independent Learning Curriculum. The study will investigate the current practices of assessment strategies in schools, identify the strengths and

weaknesses of these strategies, and propose recommendations for improvement. This research will give educators and policymakers insights on how to improve the effectiveness of the Independent Learning Curriculum in encouraging independent learning among students (Amir et al., 2020; Aslan, 2019).

Assessment is essential to any academic unit as it helps evaluate and monitor students' learning progress and achievement. It provides valuable feedback to teachers and students on areas of strength and weakness, allowing for more targeted and effective teaching and learning strategies to be implemented (Hwang et al., 2021; Sudarmo et al., 2021; Suroso et al., 2021) The assessment also plays a crucial role in determining the effectiveness of the curriculum and teaching methods, helping educators make informed decisions about improving and enhancing students' learning experience. Additionally, assessment is often used for accountability and quality assurance, ensuring that schools meet the required educational standards and produce well-prepared graduates for further education or the workforce. Ultimately, evaluation is crucial in ensuring that children receive a high-quality education that will prepare them for future success (O'Keefe et al., 2020; Aslan, 2016).

Assessment in academic units is essential for schools in the Merdeka Curriculum because it systematically and comprehensively evaluates students' learning outcomes (Pratikno et al., 2022). Schools are encouraged to build academic unit curricula to match the requirements and characteristics of their students with the introduction of the Independent Learning Curriculum. Assessment is a critical component of the educational process as it allows educators to monitor student progress, identify areas of strengths and weaknesses, and adjust their teaching strategies accordingly. Educators can use assessment data to provide targeted feedback and support to help students achieve their learning goals (Kundu, 2020). Moreover, assessment in academic units also promotes transparency and accountability in the educational process. It helps educators to demonstrate to stakeholders such as students, parents, and educational authorities the efficacy of their teaching practices and the achievement of their academic unit curriculum. As a result, examining theoretical unit evaluation methodologies on the Independent Learning Curriculum at the school level is critical to ensuring that schools are correctly implementing the curriculum and reaching their students' learning goals (Wahono et al., 2020; Aslan, 2017).

The Independent Learning Curriculum (ILC) is a relatively new educational approach emphasizing student-centered and self-directed learning. In this curriculum, students have more control over their learning experience and are responsible for setting goals, choosing their learning activities, and assessing their progress. One of the challenges of the ILC is how to evaluate academic units at the school level (Mahadevan, 2022). Since students are responsible for their learning, traditional assessment methods such as standardized tests may not be appropriate. Instead, assessment in the ILC should focus on evaluating the learning process rather than just the outcome. To effectively assess academic units in the ILC, teachers, and administrators must develop clear learning objectives and success criteria aligning with the curriculum's overall goals. Students should also be involved in the assessment process, providing input on their progress and reflecting on their learning experiences. Another critical factor in assessing academic units in the ILC is ensuring that the assessment methods are valid and reliable. Teachers and administrators should use various assessment methods, including self-assessment, peer, and teacher assessment, to gather a comprehensive picture of student progress (Singh & Kumar, 2020; Aslan & Wahyudin, 2020).

The key to assessing academic units in the ILC is to focus on the learning process rather than just the outcome. By involving students in the assessment process and using various assessment methods, teachers and administrators can better understand student progress and help students achieve their learning goals (Hansen & Hoag, 2018). Before carrying out the assessment, the academic unit must thoroughly comprehend the assessment's aims and objectives. The assessment's goal may differ based on the degree of schooling and the type of ability to be tested, such as speaking abilities, numeracy skills, or social attitudes. Many assessment techniques, such as written tests, interviews, observations, or portfolios, can be used. Academic units must choose methods following the objectives of the assessment and the characteristics of students. Assessment instruments must be well designed to accurately and consistently measure the abilities and competencies to be measured. A good agent must have high validity and reliability criteria (Rahayu et al., 2021).

Assessment occurs after a learning cycle and must occur continually during all phases of learning. Check must be interwoven with learning activities and be part of the curriculum development cycle in the Independent Curriculum (Inguva et al., 2021; Suhardi et al., 2020). The assessment results should be used to identify the strengths and weaknesses of students and the effectiveness of learning. Furthermore, the assessment results can be used to develop better learning strategies and evaluate their effectiveness. Practical assessment requires the participation and support of all stakeholders in the education unit, including students, teachers, parents, and supervisors. Education units must ensure that the assessment process is transparent and accountable to get support from all parties. In the Independent Curriculum, assessment strategies and techniques must be designed and implemented effectively to support achieving broader educational goals. Understanding and applying the correct principles in assessing academic units sat (Regmi & Jones, 2020). The academic unit (school) evaluation approach in Indonesia's autonomous curriculum has various implications. Schools may analyze the strengths and shortcomings of pupils and continuing education programs by conducting thorough and accurate evaluations. Schools may then make modifications and build more effective strategies to increase educational quality. Assessments can assist schools in ensuring that learning objectives are met. Teachers and school personnel can better understand students' achievement of learning objectives by conducting an integrated assessment (Rasmitadila et al., 2020).

Assessments can ensure accountability for all stakeholders in the education system. Through assessment, schools can demonstrate that they produce satisfactory student learning outcomes. Appropriate assessment can motivate students to study harder because they can see their progress in achieving learning goals (Camphuijsen et al., 2021). Reducing educational gaps: By conducting integrated assessments, schools can identify gaps in student achievement. From there, they can design special programs to help students with learning difficulties to reduce the educational gap. Some of the problems teachers often face in conducting assessments of academic units in the Independent Curriculum in Indonesia include. Lack of teacher understanding and evaluation skills: Teachers often need more knowledge and skills in conducting quality assessments. This

could be due to the need for more training and education related to review and the lack of school and government support. Teachers often need more time for conducting assessments mainly because of the demands to complete the many and varied subject matter. This can reduce the quality of the assessment carried out by the teacher (Widiastuti et al., 2020).

Some schools may need more resources to conduct a quality assessment, such as human resources, funds, and equipment. This can limit the teacher's ability to conduct assessments. Some teachers may need help conducting assessments because there are no clear standards of what to measure and how to measure it (Roberts et al., 2021). Sometimes, teachers feel pressured to get good assessment results, mainly because of pressure from the school or the government. This can reduce the quality of the assessment and prevent the teacher from providing an accurate picture of student abilities. To overcome these problems, efforts are needed to improve teachers' understanding and skills in conducting quality assessments, providing adequate resources, and providing clear standards for measuring student abilities. In addition, it is also essential to remove pressure from outsiders and give sufficient support to teachers in conducting assessments (Maynard-Moody & Musheno, 2022).

The 2013 Curriculum (K13) and the Free Learning Curriculum (KMB) both focus on improving the quality of education in Indonesia. However, there are some differences between the assessment of academic units in the two curricula. KMB emphasizes student-centered learning, where students can choose the material they want to study (Wulandari, 2020; Sitepu et al., 2022). Therefore, the KMB assessment emphasizes self-development and students' critical thinking skills, while the evaluation K13 focuses on mastering the subject. KMB emphasizes using a more varied assessment technique, such as portfolios, assignments, and projects. While in K13, the more dominant assessment technique is a written exam or test. KMB emphasizes student participation in the assessment process, where students are allowed to evaluate their performance and provide input on the teaching conducted by the teacher. This differs from K13, where student participation in the assessment process is less significant than in the KMB. In KMB, the teacher's role is more of a facilitator and mentor in the student learning process, including in the assessment process. In K13, the

teacher's role is more dominant in teaching and assessment. Overall, the assessment of the academic unit at KMB places more emphasis on student self-development and various assessment techniques, while K13 focuses more on mastery of subject matter. However, these two curricula have the same goal: to improve education quality in Indonesia (Brown, 2016).

In the study of educational assessment analysis, students' understanding of the learning material can be seen to what extent. By knowing the level of student understanding, teachers can determine more appropriate teaching strategies to increase student understanding (Díez-Bedmar & Byram, 2019). Through an educational assessment analysis study, weaknesses can be found in the assessment process that can affect the accuracy of the assessment results. By knowing these weaknesses, action can be taken to improve the accuracy of the assessment. By looking at the effects of educational assessment analysis, teachers can provide appropriate feedback to students. Relevant feedback can increase students' learning motivation and provide information on how they can improve their academic performance. By conducting regular educational assessment analysis studies, appropriate and directed actions can be taken to improve the quality of assessment, student learning outcomes, and the quality of learning as a whole (Double et al., 2020).

II. METHOD

The following phases are included in the literature review process used to study academic unit assessment techniques in the Independent Learning Curriculum (ILC) at the school level: Initially, we establish the research questions (Kallio et al., 2016; Eliyah et al., 2021). The first step in the literature review process involves identifying the research questions that guide the review. The research questions focused on current strategies and best practices for assessing academic units at ILC. Next, we determined that a data search strategy was systematically developed to identify relevant literature online. This includes searching academic databases such as ERIC, Education Full Text, and PsycINFO, using Google Scholar, and searching educational websites (Gusenbauer & Haddaway, 2020). Search results were filtered to ensure that they met the inclusion criteria for the review. The review includes articles that focus on assessing academic units at school-level ILC. Articles that did not match the inclusion criteria were not considered (Kácovský et al., 2022).

The data extraction process involves reading and analyzing the selected articles. Data was collected about the assessment strategies used in ILC, success criteria, and student involvement in the assessment process. The final step is synthesizing the data we took from the articles we selected (Menéndez et al., 2018). The data is organized into categories and themes to identify patterns and trends in the assessment strategies used in ILC. Next, we synthesized and interpreted the data to identify the main findings and themes. The analysis focuses on the strengths and weaknesses of the assessment strategies used in ILC and their implications for practice. That is the process of carrying out the entire literature review, which begins with the literature review methodology used for the analysis of academic unit assessment strategies at ILC at the school level, including methods for systematic search, filtering and selecting articles, data extraction, synthesis, analysis and interpretation of data. The literature review results were used to inform the analysis of the case studies and make recommendations for improving the assessment strategies used in ILC (Gusenbauer & Haddaway, 2020).

III. RESULT AND DISCUSSION
1. The Education Unit Assessment in Independence Curriculum

The Education Unit Assessment (ASP) is an essential component of the Independent Curriculum. ASP's main objective is to improve education quality in education units through integrated, comprehensive, and continuous assessments (Jahari, 2020). Another aim of ASP is to facilitate decision-making at the education unit level to increase educational effectiveness and efficiency. Some of the specific objectives of ASP in the Independent Curriculum include: Identifying the needs and potential of students to support curriculum development that suits individual and group needs. Comprehensively assess student competency achievement, including cognitive, affective, and psychomotor aspects. Provide meaningful and clear feedback to students and teachers about learning progress. Generate data that can be used for curriculum improvement and development, learning strategies, and assessment. Increase the accountability of education units and teachers in providing quality education services (Quezada et al., 2020). In the Independent Curriculum, ASP is expected to

be an effective instrument to encourage the improvement of the quality of education in academic units. Therefore, the assessment technique used must be designed in such a way as to produce accurate, reliable, and valid data.

Analyzing learning objectives: Learning objectives should be the basis for determining appropriate assessment techniques. For example, if the learning objective is to develop practical skills, the assessment techniques used should involve real situations and performance-based assessments (Simsek, 2020). Analyzing the characteristics of students: Each student has different characteristics, such as cognitive abilities, learning styles, and special learning needs. Therefore, the selected assessment technique must be able to take into account these differences. For example, if students have difficulties in reading and writing, assessment techniques that require reading and writing skills should be avoided. Learning materials must also be considered when choosing an assessment technique. For example, a written test is a suitable assessment technique if the learning material involves factual knowledge. However, if the learning material involves practical skills, a suitable assessment technique is performance-based assessment. The context of the academic unit, such as class size, facilities and infrastructure, and school policies, can also influence the selection of assessment techniques (Herbst, 2020). For example, if an education unit has adequate facilities and infrastructure, technology-based assessment techniques, such as online assessment, can be considered.

After the steps above have been carried out, an assessment technique following the Independent Curriculum education unit can be selected (Kassing & Jay, 2020). Several assessment techniques that can be used include written tests, oral tests, practicum tests, performance-based assessments, portfolios, and observations. It is essential to choose an assessment technique appropriate to the learning objectives, student characteristics, learning materials, and the context of the academic unit to obtain accurate and meaningful assessment results. After determining the appropriate assessment technique, the next step in assessing the Independent Curriculum education unit is developing a valid and reliable instrument. The following

steps can be taken in developing an effective assessment instrument (Kalinowski et al., 2020).

First, ensure the objectives are clear and follow the competencies to be measured. Many assessment instruments, such as written tests, oral tests, projects, portfolios, or observations, can be used. Choose the type of instrument that best suits the purpose of the assessment and the competency to be measured (Vafaee & Suzuki, 2020). Define clear and objective assessment criteria to measure students' abilities in certain aspects. Before being used in an assessment, the assessment instrument must be tested first to ensure its validity and reliability. Instruments can also be changed or adjusted after trials. After the instrument has been tried out, make revisions if necessary. Modifications can be made to instruments, assessment criteria, or assessment techniques. After the assessment instrument has been developed, use the instrument in the assessment to measure students' abilities in certain aspects. In creating a valid and reliable assessment instrument, it is essential to consider the characteristics of the students, the context of the academic unit, and the competencies and objectives of the assessment to be achieved (Eddy et al., 2020).

2. Creating meaningful and reliable evaluation tools

It is critical to develop accurate and reliable evaluation tools while performing academic unit assessments on the autonomous curriculum. Many methods for developing valid and authentic evaluation instruments in the autonomous curriculum are listed below (Cahyono, 2022). About competence standards and essential competencies assessment instruments must be linked to the independent curriculum's competency standards and critical competencies. Engage instructors and professionals in creating instruments Teachers and experts can help ensure that the assessment instruments comply with the independent curriculum and cover all relevant aspects. Testing the assessment instrument. The developed assessment instrument must be tested first to ensure that the instrument is valid and reliable (Zeng et al., 2015). Paying attention to student characteristics the assessment instrument must include student characteristics, such as social background,

culture, and academic abilities. Provide a variety of assessment instruments. The assessment instruments developed must be varied to accommodate the needs and abilities of different students. Using appropriate measurement techniques. The measurement techniques must follow the forged assessment instrument, such as written tests, observations, or interviews (Lin et al., 2020).

By following these steps, the assessment instrument developed can be valid and reliable to assist teachers in evaluating student competencies and designing more effective learning strategies in the independent curriculum. An integrated assessment of the separate curriculum education unit is an assessment process that involves all elements involved in the learning process, both teachers, students, and the educational environment (Brauer & Ferguson, 2015). The aim is to ensure that the learning process has met the independent curriculum's standards and achieved the desired results. The integrated assessment process in the independent curriculum can be carried out in several steps, including identifying the competencies to be measured. The first step in developing a valid and reliable assessment instrument is identifying the competencies to be measured. These competencies must follow the standards set in the independent curriculum (Fielding et al., 2020). Development of assessment instruments After identifying competencies, the next step is developing valid and reliable devices. The assessment instruments can be in the form of tests, assignments, projects, or portfolios. Assessment tools must fulfill high validity and reliability standards to be faithful in measuring student competency. Implementation of the evaluation The next stage is to evaluate after the assessment instrument has been designed. The evaluation process must be completed objectively and precisely by adhering to the procedures outlined in the assessment instrument (Setiawan et al., 2021).

Assessment findings analysis and interpretation Following the completion of the assessment procedure, the next step is to evaluate and interpret the assessment data. The outcomes of assessments can offer feedback to students and teachers to improve the learning process in academic units (Asrifan et al., 2020). By carrying out an integrated assessment of the independent curriculum education unit, the learning process can run more effectively and efficiently and achieve the desired results following the standards set in the independent curriculum. After assessing the Independent Curriculum education unit, the next step is to use the assessment results to improve. Some things need to be done using the assessment results to improve the Independent Curriculum education units (Alam, 2022; Hendriarto et al., 2021). In this step, the results that have been carried out must be analyzed carefully. The analysis results will provide an overview of the condition of the education unit, both in terms of strengths and weaknesses. After conducting the analysis, the next step is to determine areas of improvement that need to be carried out (Barba-Martín et al., 2020). The areas of improvement determined must follow the results of the analysis so that they can significantly impact improving the quality of the education unit. After defining improvement areas, the next step is to set realistic and achievable improvement targets. Improvement targets can be short-term or long-term. After determining improvement targets, the next step is to develop an action plan to achieve these targets. The action plan must be well-prepared and structured to be implemented effectively. After creating the action plan, the next step is to implement the program in the best way possible. Implementation must be carried out with total commitment and accompanied by continuous monitoring. After implementing the action plan, the final step is to evaluate the results that have been achieved. If the results differ from the targets set, it is necessary to follow up by improving the action plans that have been prepared previously (Schultz, 2022). By taking these steps, the assessment results can significantly improve the quality of the Independent Curriculum education unit.

Several steps can be taken to increase participation and transparency in assessing independent curriculum education units. All parties involved in education, such as teachers, students, parents, and school supervisors, must be involved in the assessment process (Lam & Dongol, 2022). Thus, participation in the assessment can be increased. Assessment methods like tests, observations, portfolios, and interviews can measure students' abilities. Students will be more motivated using various ways, and their

participation in the assessment process will also increase. Clear, easy-to-understand information about the assessment process and results can increase transparency and help students, teachers, and parents understand student performance. The assessment results should be used to create a clear and structured follow-up plan to help students improve their performance. Thus, the assessment evaluates students' abilities and helps them improve their performance. Evaluation of the assessment process should be carried out regularly to assess the effectiveness of the methods and instruments used in the assessment process and to ensure that the assessment process is fair and transparent for all students (Seifert & Feliks, 2019).

3. Some of the challenges faced by teachers in conducting lesson unit assessments

Implementation of KMB requires adequate resources, such as facilities and technology, which may only sometimes be available in all schools. This can affect the teacher's ability to conduct appropriate and practical assessments (Holzmann-Littig et al., 2022). The government can provide adequate support and budget allocations to improve school facilities and infrastructure. In addition, the government can provide training and technical support for teachers in using technology for assessment. KMB implementation requires more time for planning, implementing, and evaluating. These challenges can affect teachers' ability to provide feedback and develop appropriate teaching strategies. Teachers can use their time more effectively through good planning and time management. In addition, the government can provide adequate support and training for teachers in developing teaching and assessment strategies (McKenzie et al., 2022).

Inaccurate assessments can influence decisions in developing teaching strategies and affect student progress. Teachers can improve the accuracy of assessments by using valid and reliable instruments and paying attention to students' cultural and social contexts (Carpenter et al., 2020). In addition, training and technical support can help teachers improve their ability to make accurate assessments. Teachers may need more skills in conducting practical assessments and understanding formative and summative assessments. Teachers can enhance their

assessment skills through adequate training and professional development. In addition, the government can provide technical support and guidance to teachers in developing assessment instruments and conducting practical assessments (Williams, 2017). The study of educational assessment analysis is essential in KBM (Independence-Based Curriculum) since it shows how successful assessment implementation is in academic units. Some benefits of studying educational evaluation analysis in teaching and learning are as follows. An analytical analysis of educational assessments can determine how useful the assessment is in learning. Knowing the success of the assessment allows for remedial actions to be performed to enhance the assessment's quality and student learning results (Namoun & Alshanqiti, 2021).

4. Advantages of lesson unit assessment for teachers and students

The lesson unit assessment (ASP) has many advantages for teachers and students. Here are some of the benefits of ASP: To Assist teachers in planning more effective lessons. By conducting regular ASP, teachers can evaluate students' understanding and determine their weaknesses in understanding the material (Hurd & Weilbacher, 2017). Teachers can plan more effective and comprehensive lessons from here to help students achieve learning goals. Motivate students to learn better. Knowing that they will be assessed and evaluated, students tend to be more focused and motivated to learn better. ASP can also help students understand their weaknesses and provide opportunities to improve their understanding of the subject matter.

Improving the quality of learning By identifying student weaknesses, teachers can adjust teaching methods and evaluation strategies more effectively. ASP can also assist teachers in determining student learning success and improving curricula and less effective teaching methods (Brink & Bartz, 2019). Improving teachers' skills in teaching and evaluation by conducting ASP, teachers can improve their skills in assessing and evaluating student learning outcomes. This can help them provide feedback and improve their teaching skills more effectively. Provide helpful feedback to students. Through ASP, students can receive feedback on their success in understanding the material and their

progress in achieving learning objectives. This can help them improve their understanding and improve their overall learning outcomes. Thus, ASP has many benefits for teachers and students. By conducting ASP regularly, teachers can improve the quality of their teaching and help students achieve their learning goals more effectively (Constantinou & Wijnen-Meijer, 2022).

IV. CONCLUSION AND SUGGESTION
A. Conclusion

Finally, qualitative research methodologies and a literature study were used to analyze the educational unit evaluation approach to the Independent Learning Curriculum (ILC) at the school level. The analysis showed various strengths and limitations in the ILC's present evaluation techniques. One of the strengths of the ILC assessment strategies was the emphasis on student-centered learning and self-assessment. Students were given a significant role in the assessment process, which promoted their independence and accountability for their learning outcomes. However, the study also revealed some areas for improvement in the assessment strategies used in the ILC, such as a need for more consistency in assessment methods across different subject areas and limited opportunities for formative feedback. The study's findings also suggested more teacher training and professional development to implement the ILC assessment strategies effectively. Based on the study's findings, several recommendations were made for improving the assessment strategies used in the ILC. These included providing more guidance and training for teachers on how to develop and use assessment rubrics, increasing opportunities for peer feedback and collaboration, and using various assessment methods to ensure the reliability and validity of the assessments. Overall, the study highlights the importance of developing effective assessment strategies in the ILC that promote student-centered learning and support students' development of independent learning skills. The recommendations made in this study can help schools improve their assessment practices in the ILC and support the success of their students.

B. Suggestion

Many recommendations for improving the assessment procedures employed in the ILC may be made based on a study of the educational unit assessment approach to the Independent Learning Curriculum (ILC) at the school level:

1. Provide guidance and training for teachers: Teachers need support and training to develop and use assessment rubrics in the ILC effectively.
2. Offering chances and tools for professional development can assist instructors in better grasp how to build and apply rubrics, provide formative feedback, and encourage student-centered learning. Use a variety of assessment methods: To ensure the reliability and validity of the assessments, it is essential to use a variety of assessment methods in the ILC. This could include self-assessments, peer assessments, project-based assessments, and traditional tests and quizzes.
3. Foster collaboration and peer feedback: Collaborative learning and peer feedback can be effective strategies for promoting student-centered learning and enhancing the quality of the assessments in the ILC. Schools can encourage collaboration and peer feedback by providing group work, peer review, and reflection opportunities.
4. Develop a consistent assessment framework: To ensure consistency across different subject areas, it is essential to develop a consistent assessment framework for the ILC. This framework should include standard assessment methods, success criteria, and feedback guidelines.
5. Use technology to support assessment: Technology can be used to support the assessment process in the ILC. For example, online platforms can collect and organize assessment data, provide student feedback, and facilitate collaboration among teachers and students.

Implementing these recommendations can help schools to improve their assessment practices in the ILC and support the success of their students. By promoting student-centered learning, providing effective feedback, and using various assessment methods, schools can help students develop the independent learning skills needed for success in college and beyond.

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