



## EMPOWERMENT IN EVALUATION: CUSTOMIZING ASSESSMENTS FOR SENIOR HIGH SCHOOL WITH AN EMANCIPATED CURRICULUM APPROACH

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### ABSTRACT

This study aims to develop differentiated instruments assessment for 10th-grade students in Senior High School. The D&D method by Richey & Klein (2008) served as the research design, supported by ADDE procedures. Two teachers from two different schools in Buleleng Regency were recruited as informants for the study. Data were collected through observation, interviews, document analysis, questionnaires distribution, and expert judgement. The collected data were analyzed using a qualitative approach by Miles, Huberman, & Saldaña (2014) and quantitatively using Nurkencana and Sunartana's (1992) Formula. The findings showed that teachers greatly needed differentiated instruments assessment for 10th-grade students in Senior High School. It was that teacher did not yet have differentiated assessment forms despite differentiating during diagnostic assessment. The lack of alignment between the results of diagnostic assessment and the assessment process at the end of learning prevented the achievement of assessment goals. This also included issues with the structure and implementation plan of the assessment.

***Keywords: Assessment, Differentiated Assessment, Differentiated Instruction, Emancipated Curriculum, VARK Learning Style***



## INTRODUCTION

In the Indonesian education system, The Ministry of Education and Culture of the Republic of Indonesia, Nadiem Makarim, has introduced a new curriculum known as the MBKM or Emancipated Curriculum. This program is designed to support the vision of realizing an advanced, independent, sovereign, and personality-oriented Indonesia by creating learners who have faith in Pancasila, a devout connection to the One Almighty God, moral integrity, independence, critical thinking, creativity, a spirit of cooperation, and an understanding of global diversity (Kemendikbudristek, 2022a). This is in accordance with Law Number 20 of 2003, the aim is to ensure that education not only focuses on developing the intellectual capacity of individuals but also emphasizes the formation of personality and character. In the Law National No. 56/M/2022, there are several regulations in the Emancipated Curriculum. However the main regulation must emphasize to the character and competence that needs to be developed. From that statement, teachers must be aware of the differentiation of their students and the other factors need to be considered.

Teachers can differentiate through content, process, product, and environment while conducting teaching process (Tomlinson et al., 2015). By looking at readiness, interest, and learning profile of students can motivate them into the process of assessment. One of them is differentiating learning styles from students. According to Hawk & Shah, (2007), learning style is defined as the blend of characteristic cognitive, affective, and physiological traits that function as comparatively stable markers of a learner's perception, interaction, and response to the learning environment. Learning styles are an individual's characteristics and preferred ways of gathering, processing, and evaluating information (Fleming, 2001). VARK falls into the instructional preference group due to its focus on perceptual modes (Fleming, 2001). It focuses on the various ways that learners both receive and provide information. By defining the learning style, teachers may help students develop more strategies for speaking, listening, exploring, and demonstrating content knowledge (Tomlinson et al., 2015). This will then help students develop a greater understanding of the most appropriate learning approach for them.

It is necessary to clearly see whether or not the government's expectations for the implementation of the Emancipated Curriculum have been met (Kemendikbudristek, 2022a). The implementation of Emancipated Curriculum has been seen by researcher directly through teaching experience while attending *Program Layanan Pembelajaran (PLP)*. It was found that many schools in Bali, especially in Buleleng regency, have used the Emancipated Curriculum. However, the process of assessment has not been fully implemented in a differentiated manner. Preliminary research was conducted by the researcher to support this statement. Based on



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preliminary observations at two public schools in Buleleng, it was found that both schools had implemented the Emancipated Curriculum (Helmie, 2019). However, there were obstacles in conducting the differentiated assessment based on learning style. Teachers stated that it was difficult for them to conduct differentiated assessments based on learning styles due to a lack of information on how to categorize students. To identify more specific differences, the researcher gave a questionnaire to students, which showed that understanding learning styles is generally needed by students. Given this phenomenon, it can be interpreted that the assessment process should meet the needs of both teachers and students and help them develop the qualities and skills outlined in Pancasila's learner profile. (Kemendikbudristek, 2022a).

The analysis stage was conducted by researchers. The results of this analysis indicate several needs of teachers and students regarding the implementation of differentiated assessment. It was found that teachers' understanding of the Emancipated Curriculum is greatly needed to influence the implementation of assessments. Additionally, there is a need for teachers to conduct differentiated assessments based on learning styles and for students to have differentiated instruments assessment tailored to their learning styles. These results from the needs analysis are essential for preparing a blueprint to develop differentiated assessment instruments. The necessary data and insights required to inform the blueprint's design are provided by the needs analysis. Without a comprehensive needs analysis, the blueprint might not accurately represent the students' needs. The design incorporates varied strategies to accommodate diverse learning styles and abilities based on the needs analysis. This ensures that every student has an equal opportunity to demonstrate their knowledge and skills. By combining needs analysis with blueprinting, researcher can create differentiated instruments assessment that are equitable, individualized, and effective in measuring students' learning and development.

The researcher received information directly from teachers and students regarding the realities encountered during the implementation assessment. Teachers need differentiated instruments assessment in book form as a tool to support differentiated assessment based on learning style. This book contains various assessment activities, assessment instruments, learning styles, and content based on student's preferences. The information provided by the government on how to conduct assessments is still lacking in practical implementation (Vina Nurviyani, Jauhar Helmie, Halimah & Elis Homsini Maolida, 2023). The government only regulates assessment and learning principles. Consequently, there are no explicit or prescriptive guidelines regarding how teachers should create lessons, transfer knowledge, and carry out assessments. (Kemendikbudristek, 2022a). As a result, assessments should be created with the goal of giving students the opportunity to fully demonstrate their



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knowledge, comprehension, and abilities. (Tomlinson et al., 2015). Differentiating assessment is generally considered a good idea to give students the best chance to demonstrate their knowledge. (Tomlinson et al., 2015).

Research related to the development of assessment instruments has been carried out several times by various researchers. Specifically, there has been recent research in the field of developing differentiated assessment in Bali. This research was conducted qualitatively using the Design and Development method (DnD), adopted from Richey and Klein (2007) by Cristiana, (2023). The research results show that the product, in the form of a rubric assessment for grade 10 in Senior High School, might serve as a useful tool for teachers in developing engaging lessons and providing students with a real-life learning experience. It can be interpreted that selecting the right assessment tools and strategies provides students with the best opportunity to demonstrate their abilities (Ali, 2015). However, there is still no research on differentiated assessment based on students' learning styles in the implementation of the Emancipated Curriculum, especially in Singaraja for Senior High Schools. It is crucial for researcher to develop differentiated instruments assessment based on learning styles, teachers' needs, and students' needs.

The objective of this research is to develop differentiated assessment instruments based on learning styles by addressing the needs of teachers and students. The product developed is in the form of a book for 10th grade high school students in the second semester. This book, created by the researcher, supports differentiated instruments assessment that align with the applicable learning styles. Educational experts (lecturers) and user responses (teachers) are also needed at the evaluation stage to provide expert and user judgements.

## **THEORITICAL FRAMEWORKS**

### **Emancipated Curriculum**

The Emancipated Curriculum is the newest curriculum that has been put forward and is currently being implemented in almost all regions of Indonesia as a step in restoring learning (Kemendikbudristek, 2022). The implemented of this curriculum aims to address the recovery of education post the COVID-19 pandemic, known as "learning loss recovery." This is in line with the statement by Shofia Hattarina et al., (2022) who argue that during the COVID-19 pandemic, where learning was conducted online, there were concerns that it could reduce the quality of education, affecting students' cognitive aspects and skills. This was supported by the less effective and maximal delivery of content by teachers, difficulties for students to ask questions or consult with teachers, unstable signals, and other concerns. These

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concerns can lead to prolonged "learning loss," resulting in learning difficulties for students after the COVID-19 pandemic (Hattarina, et al., 2022). The main principle of this new curriculum is the emphasis on a learner-centered approach, introducing the concept of "Self-Directed Learning". This concept is described as a method that allows learners to choose subjects that align with their interests. Schools have the authority and responsibility to adapt the curriculum to meet the needs and unique characteristics of each learner (Cholilah et al., 2023).

The Emancipated Curriculum is a term that refers to an approach in curriculum development that provides a higher level of flexibility and autonomy to schools, teachers, and students in determining learning paths that align with local needs, interests, and the development of each individual. In essence, the Emancipated Curriculum is a part of the curriculum that focuses on diverse and intracurricular learning (Rambung, 2023). Within it, the curriculum content is expanded to allow students ample time to explore concepts and enhance their skills (Tsuraya, 2022).

### **Differentiated Instruction**

The term "instruction" describes how teachers deliver knowledge or how students will engage with it. Ensuring that every student has optimal learning opportunities to maximize academic achievement is the ultimate goal of differentiation, which is a central component of education (Tomlinson & Moon, 2013). It is an approach to classroom design with two primary objectives: meeting the learning needs of each student and optimizing their learning potential (Tomlinson et al., 2005). A differentiated instruction is useful for assessing the potential and abilities of each student, making learning more targeted and tailored to individual needs. In the context of learning, a differentiated instruction offers the benefit of being an instructional decision-making method that enables a teacher to create a variety of learning options that can accommodate various levels of readiness, interests, and learning preferences of students (Villarroel et al., 2018).

In other words, effective instruction that advances students beyond their initial positions will: (1) foster a positive learning community and contribute to it, (2) assist students in acquiring and applying the designated learning objectives, (3) be guided by formative (ongoing) and pre- assessment, and (4) necessitate flexible classroom schedules and student participation in those schedules in a way that takes into account the needs of all students (Tomlinson & Moon, 2013). In those situations, students benefit when teachers attend to both their individual needs and the needs of the class as a whole (Tomlinson & Moon, 2013). In other words, when teachers differentiate instruction according to students' learning styles, interests, and readiness.



## **Differentiated Assessment**

Differentiated assessment is a method employed by teachers to evaluate students based on their abilities and developmental progress in the learning process (Tomlinson et al., 2015). Additionally, teachers can plan various teaching approaches to meet individual students' needs. Learning becomes more efficient when students can naturally learn according to their learning styles. Many experts in the fields of neuroscience, psychology, and sociology caution against using unreliable and invalid assessment tools to evaluate student learning profiles, as well as being cautious about labeling students as specific types of learners (Tomlinson et al., 2015).

When assessment becomes a routine part of the learning process, students become more adept at focusing on the main learning objectives, reflecting on their work in relation to those objectives, setting personal goals and learning schedules, and providing meaningful feedback to each other. As a result, students are likely to develop or reinforce growth mindsets, as they increasingly feel a sense of ownership of their learning and see evidence that intelligent effort and hard work lead to success. A teacher provides excellent service to their students when they incorporate skills that support independence as part of what students are expected to achieve as a learning outcome (Tomlinson et al., 2015). Due to the diversity in how students apply independent skills, teachers must differentiate these skills according to each student's level of proficiency, just as they differentiate instruction for other skills (Trent & Cho, 2005).

## **VARK Learning Style**

The VARK learning style model proposed by Fleming, (2001) were used in this research. The acronym VARK stands for Visual (V), Aural (A), Read/Write (R), and Kinesthetic (K). The VARK model acknowledges that students have various ways of processing information, referred to as "learning style preferences." Some students appear to learn better when information is presented through words (verbal learners), while others seem to learn better when information is presented through images (visual learners). The interface of these elements varies in each individual. Learning tools should align with learning strategies for different types of learners. The preferred learning style of students has a significant impact on their behavior and learning. Students have specific learning styles, and these styles should be taught through instruction designed to accommodate those learning preferences (Helmie, 2022). The VARK inventory provides metrics for each of the four perceptual modes, with individuals having preferences for one to all four modes. Each student has relative preferences for each of the four perceptual modes but can learn to function in other



modes as well (Fleming, 2001).

## METHOD

### Design of Research

This research utilized the Design and Development (D&D) method, as proposed by Richey & Klein, (2008) and supported the ADDE procedure which includes analysis, design, development, and evaluation. This research aims to create a differentiated assessment instrument that can be employed by teachers to evaluate students, particularly those in the 10th grade of highschool, taking into account the students' learning styles. The research design used for development is ADDE (analysis, design, develop, and evaluate). The subjects of this research consists of 10th-grade high school students and one English teacher who teaches in that class at two public schools. The instruments used were observation sheet, interview guide, close-ended questions, documentation, blueprint, and expert judgement.

### Method of Data Collection

The first step was doing analysis in two school through observation to school, interview with teacher, questionnaires for students, and documentation include the syllabus and teaching module from teachers. Need analysis was needed to identify issues and determine appropriate solutions for the development of differentiated assessment instruments. All the results of the analysis conducted by the researcher would be collected in the form of notes and documentation for consideration in the next step, which was the design phase.

**Table 1. Participant Teachers Information**

Source of Data	Participation Code	Gender	Educational Background	Employee Status
Teacher at School A	L1	Male	English Education	Full-time
Teacher at School B	L2	Female	English Education	Full-time

Subsequently, designing and creating a blueprint for differentiated assessment instruments in alignment with differentiated classroom in the Emancipated Curriculum. In this phase, the researcher began to design differentiated assessment instruments after conducting a need analysis as the initial step in data collection. The



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researcher created a blueprint that was the result of an analysis of the development of differentiated assessment instruments. The design of differentiated assessment instruments was adapted based on the Syllabus/ Learning Objectives (ATP) and teaching modules from teachers. The entire process was expected to assist the researcher in developing differentiated assessment instruments based on the blueprint that had been prepared and revised.

Afterwards, developing differentiated assessment instruments in accordance with the blueprint. The researcher began to develop differentiated assessment instruments based on the blueprint that had been prepared and revised. Additionally, the checking process by experts and revisions were also conducted at this stage to ensure that the developed differentiated assessment instruments are perfect and useful in their application. The researcher also created expert judgement sheets for the experts, which would be distributed to them, and they will provide comments and feedback on the rubrics created by the researcher.

The evaluation stage was the final stage of the differentiated instruments assessment product development process. At this stage, the product developed by researcher be evaluated by two experts and two user response. Among the experts chosen were two university lecturers, while the other two user responses were teachers from two selected schools. Each expert was given an assessment form, such as expert judgment. After the product was evaluated, the results of the expert judgment were analyzed using the formula proposed by Nurkancana and Sunartana (1992). Further explanation of what needs to be known were described below.

**Table 2. Formula of Nurkancana and Sunartana (1992)**

Formula	Qualification
$X \geq Mi + 1.5 S_{di}$	Excellent
$Mi + 0.5 S_{di} \leq X < Mi + 1.5 S_{di}$	Good
$Mi - 0.5 S_{di} \leq X < Mi + 0.5 S_{di}$	Average
$Mi - 1.5 S_{di} \leq X < Mi - 0.5 S_{di}$	Below Average
$X < Mi - 1.5 S_{di}$	Poor



## FINDING AND DISCUSSION

### Teacher's Need on Carrying Differentiated Assessment Based on Learning Style

The needs of teachers are the most important factor in developing the product that was the focus of the research. Additionally, knowing how teachers distribute the assessment stages conducted during learning also receives attention from the researcher. Teachers are still not optimum in conducting the evaluation process for students. Besides, the teacher's understanding of the Emancipated Curriculum is also not fully understood. The other thing is that teachers have not yet understood what aspects should be taken into consideration when classifying students into fast learner or slow learner. The assignment of tasks and activities during the evaluation process should also be in line with the results of the diagnostic assessment. Instruments assessment has also not been differentiated so the assessment process has not been performed optimally. From this discovery, what we need to do is to develop differentiated instruments assessment based on the learning style of the students. By looking at students' interests as well as student interests can be seen from how they learn. The purpose of the Emancipated Curriculum can be achieved by sharpening students' skills according to their existing needs.

L1: *"We're actually confused about assessing students who truly differentiate based on diagnostic assessment results. Until now, we haven't received any information about this. So, how the assessment is distributed, what its components are, and what indicators are used, we still don't have any information. Our hope is that you can provide that so that we can be assisted here."*

L2: *"We haven't actually used differentiated assessments yet because I'm still confused about assessing students with their abilities as fast learners and slow learners. I'm confused about what should be assessed. As for learning styles, we haven't done that yet, but looking at what... um... the projects at the end, students can choose projects they like, which also align with their learning style, like making a video, which is visual. So, the learning I create becomes more aligned."*

Based on the two statements above, it shown that teachers require differentiated assessments so that the structured learning and diagnostic assessment results can align. Teachers have not yet forms of differentiated assessment based on learning styles, which were greatly needed. Therefore, the researcher was developing differentiated assessment instruments according to the needs of the teachers.



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## Student's Needs for Differentiated Instruments Assessment Based on Learning Style

The questionnaire was given to representative 10th-grade students in each targeted school. The questionnaires consisted of sixteen questions adopted from the VARK learning style (<https://vark-learn.com/the-vark-questionnaire/>), which were later translated into Indonesian to facilitate the students in completing them. The questionnaires were distributed through Google Forms, and the results are described below:

### PERCENTAGE OF LEARNING STYLE INSCHOOL B

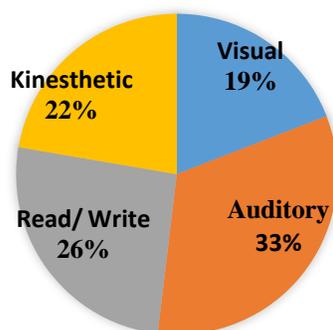


Figure 1. The Result of Student's Questionnaires in School A

### PERCENTAGE OF LEARNING STYLE INSCHOOL A

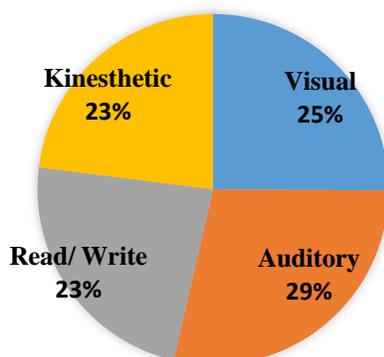


Figure 2. The Result of Student's Questionnaires in School B



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The questionnaire was given to the students to determine the average percentage of each learning style. The need for students to recognize themselves, especially in how they learn, has not been well implemented. This also affects the assessments conducted by teachers. Teachers still standardize assessment techniques without following the results of diagnostic assessment at the beginning. Therefore, students have not been able to realize their learning styles. Thus, teachers should be more aware of the differences among students. The questionnaire used by the researcher is from a reliable source and has been published to categorize individual learning styles (<https://vark-learn.com/the-vark-questionnaire/>). Teachers can utilize it to further understand the diversity of learning styles among their students. Students will also be helped in recognizing themselves.

Moreover, it is crucial for the researcher to understand the needs of students concerning the assessments conducted by teachers. This is evident in how assessments are executed, the types employed, and the feedback provided afterward. Discrepancies are apparent between the results of initial diagnostic assessments conducted by teachers and the subsequent tasks assigned. One teacher, selected by the researcher, previously conducted diagnostic assessments based on students' learning styles; however, during the assessment process, differentiation based on these styles was not evident. Additionally, the forms of assessment used did not reflect differentiation aligned with students' learning styles.

Therefore, the researcher has identified several student needs in formulating and developing differentiated assessment instruments. Students should receive assessment results tailored to their learning styles, with clear indicators that enhance their self-understanding. Self-assessment tools should also be provided to gauge students' comprehension of the material covered. Furthermore, projects assigned should align with diagnostic assessment results to ensure students develop a comprehensive understanding of their learning preferences. This information aids the researcher in formulating and developing differentiated assessment instruments based on students' learning styles.

### **The Process of Developing Differentiated Instruments Assessment in the Form of Books for 10<sup>th</sup> Grade of Senior High School**

At this stage, researchers began designing a differentiated instruments assessment product after completing all stages of analysis, starting from interviews, questionnaires, and documentation. The development of the differentiated instruments assessment takes the form of a book intended for teachers teaching at the senior high school level.



### **a. The Design of Product Through Blueprint**

The initial outline of the differentiated instruments assessment was developed as a blueprint. In developing the instruments assessment, all the collected data were utilized to facilitate the researcher in its development. The design of instruments assessment consists of several initial components that are interrelated with ATP and teaching modules, namely Topics, Learning Objectives, Learning Activities, VARK Learning

Style, and Types of Assessment. Learning activities are tailored to the learning objectives, and the assessments used are aligned with the learning styles of each student. In the analysis stage, teachers still lacked differentiated instruments assessment based on students' learning styles obtained from diagnostic assessments. From the data obtained, various learning activities were designed, incorporating modern teaching methods.

### **b. Product Layout**

Researcher designs the product layout in the development stage of the differentiated instruments assessment product, which takes the form of a book for 10th-grade students in Senior High School based on the Emancipated Curriculum. The layout consists of 11 components, namely the front cover, preface, table of contents, chapter covers, learning objectives, types of assessment, activities, references, appendices, writer profile, and backcover. The researcher designed the product and developed it into a book using the Canva application. By using Canva, the researcher were assisted in selecting colors, images, and illustrations in product development. This is what makes the differentiated instruments assessment product more interesting and very easy to understand. In compiling assessment activities in the book, the researcher also used the liveworksheet application. Before inputting it into the liveworksheet, the researcher had to prepare written tests that could be in the form of PNG or PDF.

### **The Quality of Final Differentiated Instruments Assessment**

The evaluation stage is the final stage of the product development process differentiated instruments assessment. At this stage, the product developed by the researchers will be evaluated by several experts. Some experts were chosen from among others two lecturers from universities while the other two were teachers from two schools chosen as user responses. After the product is evaluated, the expert judgement results are analyzed using Nurkancana and Sunartana (1992) formula (table 4).



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**Table 3. Formula of Nurkancana and Sunartana (1992)**

No	Formula	Score	Qualification
1	$X \geq Mi + 1.5 Sdi$	$X \geq 166.5$	<b>Excelent</b>
2	$Mi + 0.5 Sdi \leq X < Mi + 1.5 Sdi$	$129.5 \leq X < 166.5$	<b>Good</b>
3	$Mi - 0.5 Sdi \leq X < Mi + 0.5 Sdi$	$92.5 \leq X < 129.5$	<b>Average</b>
4	$Mi - 1.5 Sdi \leq X < Mi - 0.5 Sdi$	$55.5 \leq X < 92.5$	<b>Below Average</b>
5	$X < Mi - 1.5 Sdi$	$X < 55.5$	<b>Poor</b>

In this phase, product scores and reviews are given to expert 1 and expert 2 called expert judgement phase 1, where experts provide assessments as well as recommendations and comments related to the finished product. After that, the results of the examination are shown in table 5 below.

**Table 4. The Score of Expert Judgement Stage 1**

No	Expert	Score	Criteria
1	Expert 1	183	Excellent
2	Expert 2	184	Excellent

Based on the phase 1 expert judgement assessment, the research obtained some comments as well as advice needed in completing the developed product. Some instructions should be made more complete and simple to make it easier for the teacher to use. Then, some of the guidelines in the book must also be well outlined so that the purpose and purpose can be understood and followed correctly. After the researchers reviewed some of the comments from the experts, they gave the experts a second sheet of expert judgment as well as a user response sheet for the two teachers selected to give a score on the revised product. Scores from the experts and two teachers can be seen in table 6 below.

**Table 5. The Score of Expert Judgement Stage 2 and User Response**

No	Expert	Score	Criteria
1	Expert 1	185	Excellent
2	Expert 2	185	Excellent



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3	L1	180	Excellent
4	L2	181	Excellent

The final product after revising process, can be seen below in table 6

**Table 6. The Final Product**

Description	Pictures	Description	Pictures
1. Front cover		2. Preface	
3. Table of Content		4. Chapter cover	



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5. Learning objective		Types of assessment	
7. Activities		8. References	



Description	Pictures	Description	Pictures
9. Appendixes		10. Writer profile	
11. Back cover			

## RESULT

Assessment is a sustainable tool with a broad range of applications and diagnostically. The purpose of this is to provide the teacher with daily information about the students' understanding of the current idea and attitude, their interests, and their learning profile (Tomlinson et al., 2015). The process of data collection involves the teacher gathering information before, during, and after teaching from many sources to identify the needs and strengths of the students. In terms of understanding and perseverance, students differ (Koshy, 2013). In order to build trust, foster communication, and inspire students to participate in class, teachers must maintain a close relationship with their students (Tomlinson et al., 2015). This student's success on its own is a good starting point for practicing differentiation in assessment. Effective assessments can stimulate learners' motivation to learn and help them achieve optimal learning outcomes by maximizing their potential.

However, the reality is that many obstacles are still encountered by teachers in designing assessments that align with the student's need in the Emancipated



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Curriculum, especially student's learning style. The primary obstacle in assessment design is that teachers still lack an understanding of how to create effective assessments. Based on the results of interviews conducted by the researchers, it shows that L1 and L2 have evaluated each activity during learning in the classroom. However, the two teachers did not make a distinction based on student interests. Diagnostic assessments carried out by teachers by categorizing students on the basis of fast learner and slow learners are not compatible with assignment and assessment process. Besides, teachers do not have a form of assessment that is differentiated according to the results of the diagnostic assessment. This is the basis of this research as well as the need for teachers to know more in depth how to conduct the assessment process by paying more attention to the learning style of the students rather than categorizing them into fast learner or slow learners. This is where the researchers developed differentiated instruments assessment based on the learning style of the students.

Kaur et al., (2019), stated that teacher's inability to manage time effectively and patiently results in a variety of reports (for accessibility) that are not very good at highlighting the teacher's shortcomings in making distinctions. Furthermore, it should be noted that large class sizes also hinder the completion of certain assignments because they require more time to complete. Because of this, schools must assign teachers with a greater number of strategies to help them deal with the challenges of dealing with large class sizes and time constraints. It was also evident that teachers have a strong belief that different assignments are assigned to students with lower proficiency levels and provide easier alternative routes for them.

The success of assessment in the context of learning is crucial and can be observed through the goals and functions of assessment, as well as within the framework of the learning system itself. Due of this, it is important for teachers to understand that differentiation is not just a means of giving students different learning objectives; rather, it is also a means of providing students with a variety of resources to help them achieve similar important goals (Tomlinson et al., 2015). In addition, teachers must understand that even while the methods used to determine joint goals may differ, the system of assessment and criteria for doing so must be consistent (Wormeli, 2006). This will make it easier for the teacher to provide the students the same level of attention in order to gauge their understanding. Additionally, the classroom learning environment should be engaging and activity-oriented, tailored to students' learning styles, so that students can benefit from the learning activities (Nurhayati & Ahmad, 2018).



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