



## **ANALYSIS OF DIFFERENTIATED ASSESSMENT BASED ON THE EMANCIPATED CURRICULUM IN JUNIOR HIGH SCHOOL**

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### **ABSTRACT**

This study aims to analyze differentiated assessment based on the emancipated curriculum in junior high school using descriptive qualitative as the design for this study. The study was conducted in one of the junior high schools in Buleleng Regency, which used the emancipated curriculum. The subjects of this study were eighth-grade junior high school students and an English teacher from one of the junior high schools in Buleleng Regency. The object of this study was differentiated assessment based on the emancipated curriculum customized to 21st-century learning methods and students' learning styles. The data were collected through teacher interviews and student questionnaires. The teacher interviews consist of twenty-four questions related to emancipated curriculum, assessment, learning methods, diagnostic assessment, formative assessment, summative assessment, and differentiated assessment. The students' questionnaire consists of eighteen questions (six questions about learning methods and twelve about learning styles). There are four learning styles: visual, auditory, read/write, and kinaesthetic. However, the most widely used by students is the auditory learning style.

***Keywords: Differentiated assessment, emancipated curriculum, learning styles, learning method, junior high school***

### **INTRODUCTION**

Assessment is the process of determining a student's learning achievement. The purpose of assessment is to measure the student's ability and achievement and provide feedback to students and teachers to improve the quality of learning. Assessment serves several functions, including determining the student's progress, motivating them to learn, overcoming their learning difficulties, recognizing their achievements, and understanding their abilities (Jambia; et al., 2016). A differentiated assessment is one type of assessment that teachers can use. Differentiated assessment is the process of assessing students' readiness, interests, and learning styles to serve, identify, and accommodate their diversity in learning



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(Pasira, 2022). A continual process in which teachers collect data from different sources before, during, and after teaching to identify learners' needs and strengths as they differ in their knowledge and abilities is called differentiated assessment (Mueller & Wiggins, 2009).

The current learning process utilizes the Emancipated Curriculum. Although many people mistakenly refer to the 'Kurikulum Merdeka' in English as an independent curriculum, the Ministry of Education and Culture website translates it as the emancipated curriculum. An emancipated curriculum is a curriculum with diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen their competence (Kemendikbudristek, 2022). The emancipated curriculum comprises "freedom to learn" and "independent campus." Freedom to learn implies the freedom to think and innovate. Meanwhile, the independent campus continues to support freedom-to-learn programs.

The freedom to learn encompasses primary and secondary education levels such as junior high, senior high school, vocational school, and similar ones. The "freedom to learn" policy is one of the steps toward developing excellent Indonesian human resources with a Pancasila Student Profile. The independent campus is a continuation of the policy of freedom to learn. The independent campus allows students to refine their abilities based on their interests and talents through hands-on, real-world, or industry experience (Vhalery et al., 2022). The emancipated curriculum places a stronger emphasis on student-centered learning and the use of technology, making it more flexible and adaptable to each student's needs (Zidan, 2023).

Several researchers have undertaken comparable studies and demonstrated the importance of differentiated assessment in the classroom. (Astari et al., 2023) Conducted research that stated that an emancipated curriculum assessment paradigm can measure learning outcomes and enhance students' performance in terms of their learning abilities. Research conducted by (Shadri et al., 2023), showed that all teachers were aware that the emancipated curriculum assessments were divided into three types: diagnostic assessment, formative assessment, and summative assessment; however, there are still differences in how teachers understand and manage these assessments because teachers are not provided with adequate training materials and practical guidance on assessment procedures. This study is limited to analyzing differentiated assessment instruments based on the emancipated curriculum for 8<sup>th</sup> grade of junior high school. The research data was collected through interviews with an English teacher, particularly the one who handles the 8<sup>th</sup>-grade students and questionnaires from thirty-two students in the 8<sup>th</sup> grade in one of the junior high schools in Buleleng Regency.



## **THEORETICAL FRAMEWORKS**

### **Emancipated Curriculum**

The curriculum in Indonesia has changed numerous times. The current curriculum is emancipated, striving to increase the quality of education and human resources in Indonesia. A curriculum with varied intra-curricular learning and more optimal content is an emancipated curriculum, allowing students to deepen their understanding of subjects and develop their competencies (Kemendikbudristek, 2022). The level of education that receives the emancipated curriculum starts from primary education to higher education. There are many differences between the 2013 curriculum and the emancipated curriculum. This can be seen through the inflexible structure of the 2013 curriculum. However, the emancipated curriculum has been perfected, lesson hours that are felt to be lacking with the provision of dense material, less diverse learning, and the development of teaching tools that are considered less supportive during students' learning process (Prihatini & Sugiarti, 2022).

### **21<sup>st</sup> Century Learning Method**

The 21<sup>st</sup> century is defined by the rapid growth of information technology, particularly the Internet, in the learning process, where students are required to be active and independent (Indarta et al., 2021). In 21st-century learning, the following learning approaches can be used: discovery learning, problem-based learning, and project-based learning (Barus, 2019). Discovery learning is a learning method that encourages learners to ask questions, formulate provisional answers, and deduce general principles from examples or practical experiences that they find independently (Khasinah, 2021). The syntax of discovery learning includes giving stimulation, identifying the problems, collecting the data, processing the data, verification, and drawing the conclusion (Khasinah, 2021). A method where the students can learn through open-ended problems is called problem-based learning (Ali, 2019). The syntax of problem-based learning includes problem orientation, organizing student learning, individual and group presentation guidance, and also developing and presenting the solution (Sofyan Herminarto, Wagiran, Komariah Kokom, 2017). Project-based learning is a model based on real-world problems carried out through projects. (Pendidikan et al., 2021). The syntax of project-based learning includes basic questioning, designing product planning, project scheduling, monitoring project activity and development, testing the results, and evaluating the learning experience (Soleh, 2021).

### **Assessment Model Based on Emancipated Curriculum**

Teachers can use three assessment models based on the emancipated curriculum to measure students' abilities: diagnostic assessment, formative assessment, and summative assessment (Shadri et al., 2023). A diagnostic assessment is an assessment used to identify students' weaknesses so that suitable strategies can be held and to determine the specific sort of challenges encountered by students in a given subject (Shadri et al., 2023). Formative assessment is an assessment to identify students' learning needs and challenges and collect data on



their progress (McTighe et al., 2017). Summative assessment is an assessment of what students have previously learned. Summative assessment occurs at the end of the learning process. The summative assessment aims to record and report on student achievement (Ahmed et al., 2019).

### **Differentiated Assessment**

Each student possesses unique learning styles, strengths, and weaknesses. Differentiated learning is required because of the variation in students' learning styles. Differentiated assessment is undoubtedly necessary for differentiated learning. Differentiated assessment is an assessment that enables teachers to collect data on student progress during the learning process and to provide students from a variety of academic backgrounds with the opportunity to effectively demonstrate their learning by utilizing a variety of tools and techniques (Tomlinson & Moon, 2013). Tomlinson identifies several elements of differentiation, including teachers paying attention to students' differences, assessment and instruction being inseparable, teachers and students working together flexibly, all students participating in the work, and teachers and students collaborating in the learning (Tomlinson, 1999).

### **Learning Styles**

Every student has different comprehension abilities. As a result, every student has a distinct learning style. Teachers must grasp the learning style that best suits their students' skills to provide enjoyable and easy learning for students to understand. Learning style is an individual characteristic that significantly impacts student learning (Bhat, 2016). The VARK model classifies learning styles into four categories: Visual, Auditory, Read/Write, and Kinesthetic (Fleming et al., 2005). Visual learners like to learn by seeing things (Pritchard, 2009). They prefer to express printed knowledge using numbers, visuals, and symbolic tools like graphs, flowcharts, hierarchies, models, and arrows (Othman & Amiruddin, 2010). Auditory learners like to learn by hearing (Pritchard, 2009). They enjoy practicing memory by listening to audio tape recordings, educating others, and interacting with teachers (Othman & Amiruddin, 2010). Read/Write learners like to learn by reading/writing. They enjoy lists, glossaries, textbooks, and lecture notes (Othman & Amiruddin, 2010). Kinesthetic learners like to learn by doing (Pritchard, 2009). They prefer to engage with their surroundings through touch, movement, and interaction (Othman & Amiruddin, 2010).

### **Characteristics of Secondary Learners**

Adolescence, or the transition from childhood to maturity, is the developmental stage of junior high school students. During this brief era, adolescents develop significantly physically, emotionally, socially, behaviorally, intellectually, and morally. Secondary learners are students aged 11 or 12 to 18 or 19. It is divided into lower secondary (grades 7–9) and upper secondary (grades 10–12). Students in high school value interpersonal relationships, especially with



friends and family. They desire to demonstrate independence and acquire a conscientious attitude toward their needs, abilities, impulses, and the reasons for their feelings, ideas, and behaviors (Karimov et al., 2020). Characteristics of secondary learners can be classified depending on their reading skill level and gender (Rogiers et al., 2019). Students with high reading skills will become more adaptable and strategic learners. According to gender, female students are more strategic, use a broader range of learning tactics, and employ more open learning procedures. Meanwhile, male students are more prone than female students to employ elaboration and memorizing strategies.

## **METHOD**

This study used a descriptive qualitative design. Qualitative research produces a narrative, descriptive description of a place or practice, such as participant observation or case study (Vishnevsky & Beanlands, 2004). Qualitative research is distinguished by its objectives, which pertain to comprehending a particular aspect of social life, and its methods, which typically generate words rather than numerical data for analysis (Patton & Cochran, 2002). A descriptive qualitative design approach is expected to provide an overview of differentiated assessment based on the emancipated curriculum in one of the junior high schools in Buleleng Regency. Data were obtained through teacher interviews and student questionnaires. The teacher interviews consist of twenty-four questions related to emancipated curriculum, assessment, learning methods, diagnostic assessment, formative assessment, summative assessment, and differentiated assessment. The students' questionnaire consisted of eighteen questions (six questions about learning methods and twelve about learning styles). The subjects chosen for this study are the 8<sup>th</sup> grade Junior High School students and teachers in one of the schools in Buleleng Regency. The object of this study is the differentiated assessment based on the emancipated curriculum tailored to the 21st-century learning methods and students' learning styles. The data analysis used in this study is descriptive, aiming to systematically, factually, and adequately describe the facts and relationships between the phenomena. The descriptive qualitative data analysis process is divided into three steps: data condensation, data display, and drawing a conclusion (Miles, Huberman, 2014). Data condensation is selecting, focusing, simplifying, and transforming information from an extensive collection of written field notes, interview transcripts, papers, and other empirical materials. This study collected the data through teacher interviews and student questionnaires. Data display is a structured and condensed compilation of information that enables the formulation of conclusions and the execution of actions. The researcher moved from displaying data to drawing conclusions by analyzing the findings and dividing them into discussions and implications.



## FINDINGS AND DISCUSSION

The researcher collected 32 respondents from the students' questionnaires and interviewed one of the English teachers in one of the junior high schools in Buleleng Regency, as follows:

### 1. Teacher Interview

The researcher interviewed an English teacher from one of the junior high schools in Buleleng Regency to find out the teaching and learning process in the classroom, learning methods, assessment methods used in the school, and challenges encountered during the teaching and assessment process. The interview was conducted face-to-face with an English teacher from one of the junior high schools in Buleleng Regency. Several dimensions were considered as references for developing the interview questions, including emancipated curriculum, assessment, learning method, diagnostic assessment, formative assessment, summative assessment, and differentiated assessment. Twenty-four questions were asked directly to the English teacher.

The emancipated curriculum is the subject of the first through third questions. Teachers can construct their materials, allowing them to generate learning content relevant to their students' abilities. The instructor does an initial assessment since the emancipated curriculum because deepening and understanding the content is critical. Thus, the teacher is not in a rush. The teacher conducts an initial diagnosis of student abilities by administering a diagnostic assessment, namely an assessment as learning, as well as assessments for learning to determine student learning outcomes, and always assessments of learning at the end to measure student achievement.

The fourth through seventh questions are about the assessment. Diagnostic assessment can be conducted by reviewing students' report cards from the previous year, after which the teacher adds the learning objectives that the teacher will develop and the design of instruments that follow the competencies the teacher wants to measure in students. The teacher does three things: first, identifies it so students can tailor it to the learning objectives that the teacher wants to create explicitly, then determines which competencies the teacher wants students to acquire, and produces instruments. The teacher also administers formative assessments. The teacher used formative assessment by asking and answering questions and administering written assessments. After completing the written test, the teacher will distribute the answer key to the students. This will be the primary point of reference for self-evaluation, peer assessment, and offering feedback as a reflection. The teacher conducted summative assessments at the end of the learning process to determine the extent of the student's learning abilities, typically presented as an exam or final test. The teacher provides precise feedback based on the results obtained. The teacher's comments aim to supply students with strength or to make constructive ideas that will motivate them to continue their development.



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The most crucial aspect of providing feedback is the language utilized and the student's involvement in the self-assessment process.

The eighth to twelfth questions are about the learning methods. The teacher tailored the learning methods to the desired learning objectives and engaged the students through group discussions or projects to make them more active and capable of overcoming dynamic problems and complicating the learning process. Three learning methods are highlighted at one of the junior high schools in Buleleng Regency: problem-based learning, project-based learning, and discovery learning. The teacher implements problem-based learning by assigning a problem to students, who identify the problem and then look for answers or solutions to the problem with other students. When they revise, the teacher usually facilitates their being equally responsible for solving the problem and reflecting together. Aside from problem-based learning, the teacher also uses project-based learning techniques. The teacher implements project-based learning by choosing a project that is aligned with the learning objectives and then including the students in determining the processes, particularly in project planning. Students require assistance when carrying out the project. Thus, the teacher provides comments and examines the project's results regularly. The next method is discovery learning. The teacher stated that the project is the key to discovery-based learning, as it allows students to search for and find material related to the project they are working on, allowing them to conduct their small experiments, research, explore, and gain contextual understanding through their involvement and skills. For example, how can students use appropriate language in creating an advertisement so that it becomes their research project, including what they have to display the language in writing or visually in the form of advertisements, they will begin to focus on what appropriate vocabulary looks like and how an appropriate communication style can attract consumers in the advertisements they create. The instructor adapts the learning methods to the assessment techniques by analyzing what the teacher wants to assess and what skills the teacher intends to measure from the students and then adjusting the learning method to the assessment techniques employed. The goal is that the learning objectives must correspond to the later evaluation and include both formative and summative assessment so that differences in assessment methodologies provide a more complete picture of students' interactions with the content.

The diagnostic assessment is discussed in the thirteenth through fifteenth questions. The teacher conducted a diagnostic assessment, identifying effective teaching strategies based on the results of initial diagnostics that recorded students' weaknesses. Based on the weaknesses discovered, the teacher can use other intensive and continuous learning to assist students in overcoming their shortcomings by providing them with additional material so that the initial diagnosis will determine future learning. The first assessment criteria must align with the learning



objectives and consider what students know, understand, and can perform later in the learning process so that the instructor may determine the level of difficulty or complexity of the assessment. When the teacher has received the results, they can analyze them individually or in groups to identify students' weaknesses or strengths and determine how they will align with the learning objectives the teacher wishes to achieve. This reflection and evaluation are essential to decide whether the teacher needs to make changes or change the learning approach in the future and what needs to be done to improve students' understanding. Finally, the teacher can follow up on the reflection and evaluation.

The formative assessment is discussed in questions sixteenth through eighteenth. Formative assessment is carried out in the form of feedback supplied by the teacher to the students during learning, for example, by administering exams and then offering feedback or conversations to allow for intense direct communication about their performance. The requirements for formative assessment instruments are based on the aims and competencies that students wish to test. The teacher encourages students to self-assess to discover what areas they have mastered and where to improve. The teacher must establish clear criteria for peer assessment so that it can be used to guide other students in providing constructive feedback.

The nineteenth to twenty-first questions are about summative assessment. The teacher observes and decides on the method and type to be utilized, then produces relevant assessment instruments that cover all parts of the content being taught, and finally delivers clear instructions to the students as they work on the assignment. The instrument must be tested before it is handed to the students to verify that the summative assessment is clear and objective. The teacher develops the instruments that are appropriate for the learning objectives. After completing the analysis, the teacher understands the student's initial level of understanding about the learning material to be studied and then identifies works that usually tend to be difficult for students. The assessment results obtained by students must still be re-evaluated to ensure that they are following the learning objectives, and reflection can be carried out in an integrated manner periodically about the results of diagnostic research and the necessity of always allowing students to develop an improvement plan based on the outcomes of the diagnostic assessment.

The twenty-second to twenty-fourth questions address differentiated assessment. The teacher defined differentiated assessment as adjustments in assessment procedures that allow the teacher to account for each student's differences and appropriately meet the student's needs. The teacher gives flexibility in differentiated assessment, allowing students to pick the type of assessment that best suits their strengths. These various modes of assessment are based on assessment criteria relevant to the learning objectives while considering each student's needs and talents. The

teacher cannot elaborate on the challenges of adopting differentiated assessment because one of the junior high schools in Buleleng Regency, which served as the research site for this study, has never fully adopted differentiated assessment.

## 2. Students Questionnaire

The student questionnaire for students at one of the junior high schools in Buleleng Regency included eighteen questions (six questions about learning methods and twelve about learning styles). The questionnaire was conducted in the classroom, and the results were converted to Google Forms, which are as follows:



**Chart 1. Group Discussion in the Class**

According to the chart related to learning methods, does the teacher ever invite students to discuss or study in groups in the classroom? 93.8% of students claimed the teacher asked them to do so, while 6.3% indicated the teacher did not.



**Chart 2. Students' Perception of the Group Discussion**

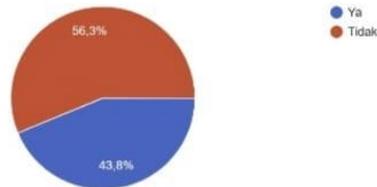
According to the learning methods chart, do students enjoy discussing or studying in groups? It can be noticed that 100% of students prefer to discuss or study in groups.

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3. Apakah siswa lebih menikmati belajar secara mandiri?

 Salin

32 jawaban



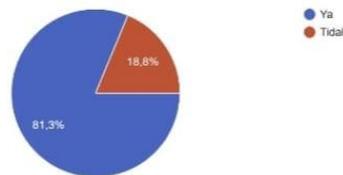
**Chart 3. Students' Perception of the Independent Learning**

Based on the chart about learning methods, do students enjoy learning independently? As observed, 43.8% of students prefer to study independently, whereas 56.3% do not.

4. Apakah guru pernah mengajak siswa membuat proyek berkelompok dan/atau mandiri di dalam kelas?

 Salin

32 jawaban



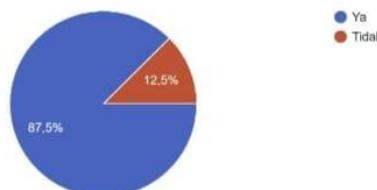
**Chart 4. Projects Activity in the Class**

Regarding the learning methods chart, has the teacher ever asked students to work on group or individual projects? While 18.8% of students claimed the teacher did not invite them to work on group or individual projects in class, 81.3% did.

5. Apakah siswa lebih menikmati membuat proyek secara berkelompok?

 Salin

32 jawaban



**Chart 5. Students' Perception of Doing Projects in Groups**

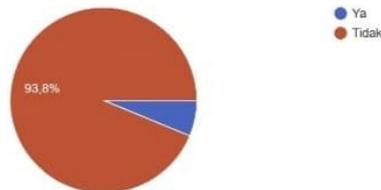
According to the learning methods chart, do students enjoy working on group projects? 87.5% of students enjoy working on group projects, whereas 12.5% do not.

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6. Apakah siswa lebih menikmati membuat proyek secara mandiri?

Salin

32 jawaban



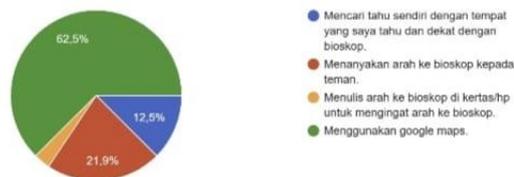
**Chart 6. Students' Perception of Doing Projects Independently**

According to the learning methods chart, do students prefer to work on projects independently? 93.8% of students do not enjoy working on projects independently, whereas 6.3% like it.

1. Saya ingin pergi ke bioskop namun saya tidak tahu jalan menuju bioskop. Maka, saya akan:

Salin

32 jawaban



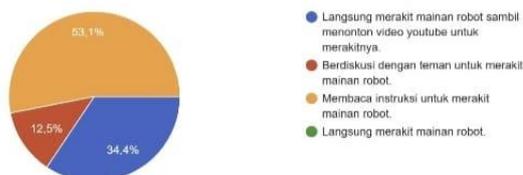
**Chart 7. Students' Learning Style**

The learning style chart shows how the students made their way to the cinema. According to the data, 62.5% of students use Google Maps, which corresponds to kinesthetic learners; 21.9% of students ask friends for directions to the cinema, which corresponds to auditory learners; 12.5% of students use their initiative to find nearby locations, which corresponds to visual learners; and 3.1% of students write down the directions to the cinema on paper or their phone notes to help them remember the directions, which corresponds to read/write learners.

2. Saya ingin merakit mainan robot, namun saya tidak tahu bagaimana untuk merakitnya, sehingga saya:

Salin

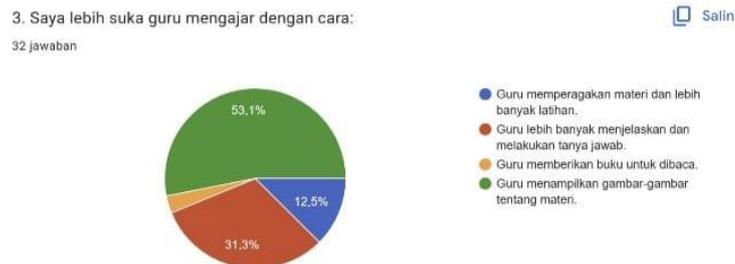
32 jawaban



**Chart 8. Students' Learning Style**

The chart pertains to learning style, specifically how students assemble a toy robot. It can be seen that 53.1% of students chose to read the instructions for assembling a robot toy, which refers to read/write learners. 34.4% of students decided to directly assemble a robot toy while

watching a YouTube video to assemble it, which refers to visual learners. 12.5% of students chose to discuss how to assemble a robot toy, which refers to auditory learners.



**Chart 9. Students' Learning Style**

The chart shows students' preferred learning styles and the teacher's teaching method. It can be seen that 53.1% of students chose they like the teacher displaying pictures about the material, which refers to visual learners; 31.3% of students chose they prefer the teacher explaining more and doing questions and answers, which refers to auditory learners, 12.5% of students chose they prefer the teacher demonstrating the material and doing more exercises which refers to kinesthetic learners, and 3.1% of students chose they prefer the teacher giving them books to read, which refers to read/write learners.



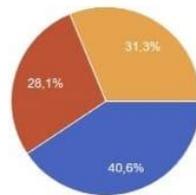
**Chart 10. Students' Learning Style**

The chart relates to learning style and the way students learn about Jakarta. It can be seen that 46.9% of students chose to watch a video about Jakarta, which refers to auditory learners; 21.9% of students decided to talk about Jakarta with friends, which refers to kinesthetic learners; 15.6% of students chose to use an atlas to see the location of Jakarta, which refers to visual learners, and 15.6% of students decided to read a book about Jakarta, which refers to read/write learners.

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5. Ketika belajar membuat origami saya lebih suka untuk:  
32 jawaban

Salin



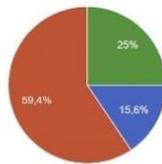
- Membuat origami secara langsung sambil menonton youtube.
- Berdiskusi dengan teman yang sudah bisa.
- Belajar dengan kertas tutorial yang ada di bungkus origami.
- Membaca buku tentang origami.

**Chart 11. Students' Learning Style**

The chart relates to learning style, specifically how students learn to make origami. It can be seen that 40.6% of students prefer to make origami directly while watching YouTube, which refers to kinesthetic learners. 31.3% of students chose to learn with the tutorial paper in the origami wrapper, which refers to visual learners. 28.1% of students discussed it with friends who already know how to make origami, which refers to auditory learners.

6. Guru mengajar menggunakan aplikasi Canva. Guru menjelaskan materi di aplikasi Canva, sambil memperagakan materi di depan kelas. Saya belajar mudah mengerti melalui:  
32 jawaban

Salin



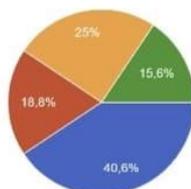
- Melihat gambar yang ada di aplikasi Canva.
- Mendengarkan penjelasan guru.
- Membaca tulisan di aplikasi Canva.
- Memperhatikan guru saat memperagakan materi.

**Chart 12. Students' Learning Style**

The chart represents learning style and how students understand the topic while the teacher teaches using the Canva application. It can be seen that 59.4% of students chose to listen to the teacher's explanation, which refers to auditory learners; 25% chose to pay attention to the teacher when demonstrating the material, which refers to kinesthetic learners; and 15.6% decided to view existing images in the Canva application, which refers to visual learners.

7. Ketika saya belajar untuk bermain sepak bola, saya akan:  
32 jawaban

Salin



- Berdiskusi tentang cara bermain sepak bola dengan teman.
- Menonton pertandingan sepak bola.
- Bermain sepak bola bersama teman.
- Membaca buku tentang sepak bola.

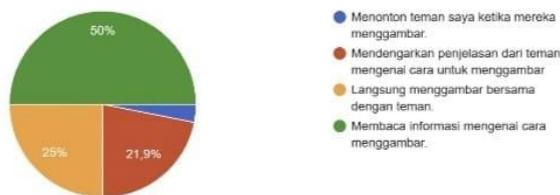
**Chart 13. Students' Learning Style**

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The chart pertains to the learning styles of the students who learn to play soccer. It can be seen that 40.6% of students chose to discuss how to play soccer with friends, which refers to auditory learners; 25% of students decided to play soccer with friends, which refers to kinesthetic learners; 18.8% of students chose to watch a soccer match, which refers to visual learners, and 15.6% of students decided to read a book about soccer, which refers to read/write learners.

8. Saya ingin belajar menggambar saya akan:  
32 jawaban

Salin

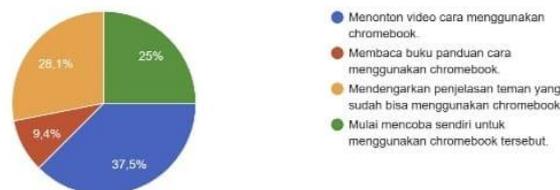


**Chart 14. Students' Learning Style**

The chart pertains to the learning style of the students who learn to draw. It can be seen that 50% of students chose to read the information on how to draw, which refers to read/write learners; 25% of students decided to draw directly with friends, which refers to kinesthetic learners; 21.9% of students chose to listen to friends' explanations on how to draw, which refers to auditory learners, and 3.1% of students decided to watch their friends draw, which refers to visual learners.

9. Ketika saya belajar menggunakan chromebook, saya lebih suka:  
32 jawaban

Salin



**Chart 15. Students' Learning Style**

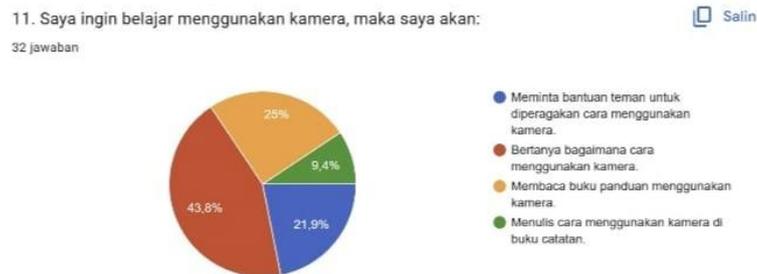
The chart represents the learning style of students when using Chromebooks. It can be seen that 37.5% of students chose to watch a video on how to use a Chromebook, which refers to visual learners, 28.1% of students decided to listen to the explanation of friends who can use a Chromebook, which refers to auditory learners, 25% of students chose to begin attempting to use the Chromebook, which refers to kinesthetic learners, and 9.4% of students decided to read the manual book on how to use the Chromebook, which refers to read/write learners.

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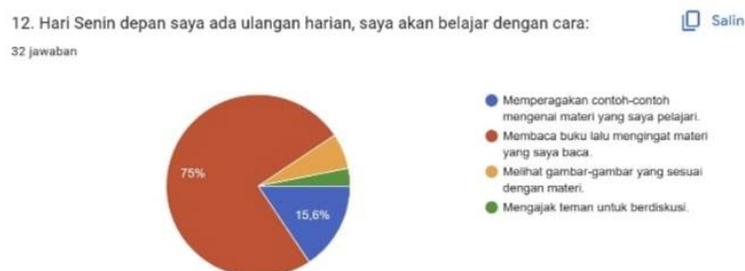
**Chart 16. Students' Learning Style**

The chart relates to the learning style of students who learn to save money in the piggy bank. It can be seen that 54.5% of students chose to make a table according to the time and amount they want and mark it if they have saved, which refers to visual learners; 30.3% of students chose to put the money in the piggy bank, which refers to kinesthetic learners; 9.1% of students decided to ask friends who have saved money before, which refers to auditory learners; and 6.1% of students chose to read information on how to save money on the internet, which refers to read/write learners.



**Chart 17. Students' Learning Style**

The chart pertains to the learning style of students who utilize the camera. It can be seen that 43.8% of students chose to ask a friend how to use the camera (auditory learners), 25% of students decided to read the manual book for using the camera (read learners), 21.9% of students chose to ask a friend to demonstrate how to use the camera (kinesthetic learners), and 9.4% of students decided to write how to use the camera in a notebook (write learners).



**Chart 18. Students' Learning Style**



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The chart relates to the learning style and how the students study for a daily test for the next week. It can be seen that 75% of students chose to read a book and then recall the material they read, which refers to read/write learners; 15.6% of students decided to demonstrate examples of the material they learned, which refers to kinesthetic learners, 6.3% of students chose to look at photos related to the lesson, which refers to visual learners, whereas 3.1% of students decided to invite friends to discuss, which refers to auditory learners.

## CONCLUSION

The teacher interview reveals that the teacher used 21st-century learning approaches in the classroom but primarily concentrated on project-based learning, and the adoption of discovery-based learning still needs to be stronger, making the learning process appear dull. Since students' learning methods and styles differed, the teacher encountered challenges when implementing differentiated assessment utilizing 21st-century learning methods such as project-based, problem-based, and discovery learning. As can be observed from the students' questionnaire regarding the chart about the learning methods, students are more likely to learn in groups or complete projects in groups rather than independently or individually. Based on the learning styles chart, there are four learning styles: visual, auditory, read/write, and kinaesthetic, but students use the auditory learning style the most.

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