

ANALYSIS OF DIFFERENTIATED ASSESSMENT BASED ON THE EMANCIPATED CURRICULUM IN 8TH-GRADE JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The Emancipated Curriculum represents an innovative strategy for teaching and learning in the classroom. Differentiated assessment plays a crucial role in evaluating student performance based on individual learning styles and needs. The research focused on the analysis of differentiated assessment implemented in eighth-grade junior high school at one of the junior high schools in Singaraja. Data collection methods included observation of teaching activities, teacher interviews, and student questionnaires regarding learning methods and student learning styles. The researcher also conducted a questionnaire to the students which consisted of 6 yes/no questions and 12 multiple-choice questions. Results showed varied learning styles among students, with a majority favoring kinesthetic and visual learning styles, whereas students in 8th grade preferred a visual learning style. The results of the study show that differentiated assessment has never been implemented in schools even though the results of student questionnaires show that students have different learning styles. Additionally, the differentiated assessment is essential for supporting diverse student needs in the Emancipated Curriculum. Further research and implementation of differentiated assessments are needed to enhance students' learning outcomes in junior schools.

Keywords: Emancipated Curriculum, Assessment, Differentiated Assessment

INTRODUCTION

The curriculum is one of the important components of every learning process. A curriculum is a set of instructions for carrying out the teaching and learning process in the classroom (Astari, Dewa Ayu Made Juli., 2023). The curriculum is used as a guide or reference in conducting teaching and learning activities in this regard. Curriculum, in general, refers to the educational plans and guidelines that describe what will be learned how it will be instructed, and how learning results will be evaluated. Still, implementing a curriculum in the learning process comes with difficulties and challenges. Concerning this subject, curriculum development occurs as the consequence of curriculum review or reform as a response to the outdated or current curriculum's lack of relevance for dealing with general issues (Tricahyati & Zaim, 2023) as cited in Igbokwe Uche. L et al. (2014). This means the development of the curriculum must be completed.

In Indonesia, curriculum development to improve educational quality continues to be carried out over time. Similar to how the Emancipated Curriculum is currently being used as a reference and guide in the learning process. The Emancipated Curriculum was introduced by the Indonesian Ministry of Education, Culture, Research, and Technology, directed by its creator Nadiem Anwar Makarim, as a new idea following the Emergency Curriculum, which was a temporary remedy during the COVID-19 pandemic (Ellen et al., 2023).

A learning process cannot be separated from the assessment, this also applies to the Emancipated Curriculum. The initial curriculum framework includes learning and assessment concepts, which refer to the National Education Standards Process and Assessment Standards (Hadi et al., 2023). Assessment in learning refers to a process of evaluating and measuring a student's knowledge, skills, abilities, and understanding of a specific subject or topic. The evaluation of learning outcomes by teachers must be done properly as it has a wide impact, both on the mindset of students and on the practical implementation of the learning program, therefore a good assessment guideline must be used (Setiawan et al., 2019). To measure learning outcomes, a good assessment guideline can help teachers determine how well students

have mastered the material and achieved the required learning outcomes. The result of the assessment can be crucial for both students and teachers to assess development and identify areas that may require additional attention. In addition, H. Yulianto (2022) describes that the assessment was carried out not only to fulfill responsibilities in teaching and learning activities but also to achieve the following goals: a) to determine the level of the achievement of basic competency indicators of a subject that students must achieve; b) to evaluate individual student knowledge as necessary; c) to diagnose student learning needs; d) to enhance students' learning motivation in achieving learning objectives; and e) to serve as a guide for teachers in determining learning strategies.

Focus on the Emancipated Curriculum, there are three kinds of assessment, namely diagnostic, formative, and summative assessment (Shadri et al., 2023). Diagnostic assessment is an approach that identifies and understands students' characteristics, competencies, abilities, limitations, and learning styles (Aringka, 2023). On the other hand, Formative assessment components include observing teacher-student interactions, communicating about the students' success criteria, collecting detailed information about learning activities, offering learning feedback, and making instructional corrections (Filsecker & Kerres, 2019). Furthermore, summative assessment is a type of evaluation that determines whether or not overall learning objectives have been fulfilled (Muktamar, 2023).

As a follow-up to the diagnostic, formative, and summative assessment, it is important to consider a differentiated assessment as well. Differentiated assessment is a kind of assessment that requires note of the differences between students (Reisdorfer, 2020). Differentiated assessments evaluate student performance by their preferred individual learning styles (Ihalon & C, 2022). Different competencies, learning styles, and capacities need diversified methods of instruction and assessment (Koshy, 2013). Something that inspires a student may not inspire another. Motivation is necessary for active learning because it increases participation in the subject matter and develops knowledge, which helps in the future application of the information studied. Creating suitable different assessment activities therefore becomes critical to effective learning and teaching. Moreover, Tomlinson and Moon (2013) as cited from (Ihalon & C, 2022), explain that Effectively differentiated classrooms also show a strong connection between assessment and the learning environment, as well as assessment and classroom leadership/management. Instead of grading, teachers use evaluations to help students build competency and a sense of autonomy, making the atmosphere feel more secure and predictable. When students recognize that differentiated assignments generally develop from assessment data, they will understand that the teacher's primary purpose is to assist them in taking effective next steps for active learning. Students' pursuit of success will be significantly supported by specific and useful learning objectives, student progress observed through suitable formative assessments, and methods of instruction developed to fulfill their needs as well as help develop the skills required for growth.

In order to assess students using differentiated instruction it is important to consider the differentiated assessment. Differentiated assessment is a kind of evaluation that takes notice of student differences (Reisdorfer, 2020). In the context of instruction, differentiated assessment describes a method of implementing assessment that adapts to the preferences and learning styles of various students. In addition, differentiated assessments evaluate student performance according to their preferred individual learning approaches (Ihalon & C, 2022). Different competencies, learning styles, and capacities need diversified methods of instruction and assessment (Koshy, 2013). Something that inspires a student may not inspire another. Motivation is necessary for active learning because it increases participation in the subject matter and develops knowledge, which helps in the future application of the information studied. Creating suitable different assessment activities therefore becomes critical to effective learning and teaching. Moreover, Tomlinson and Moon (2013) as cited from (Ihalon & C,

2022), Explain how effectively differentiated classrooms have appropriate connections with assessment and the learning environment, as well as assessment and classroom leadership/management.

As a follow-up to the results of diagnostic assessments that have been carried out previously and to obtain more effective learning outcomes, teachers must consider differentiated learning methods. Such as research conducted by Kalangi et al., (2023) about the implementation of the Merdeka Curriculum based on differentiated learning at SMP Negeri 1 Manado. The result indicates that first, to implement differentiated learning in each subject, the teacher conducts diagnostic assessments to map student learning needs. The teacher then designs lessons based on the mapping results by writing them in the teaching module. After the learning is completed, the teacher does continuous evaluation and reflection to decide which students require additional assistance or vice versa.

Moreover, Astuti et al., (2023) conducted research concerning English junior high school teachers' and students' perspectives on differentiated instruction practices in Kurikulum Merdeka. The research findings demonstrated that all teachers and most students had good attitudes toward using differentiated instruction in the classroom. Differentiated instruction becomes an efficient and exciting learning approach in the classroom, as evidenced by their positive reviews on preparation and implementation. The teachers arranged the lesson in stages but on the same theme. Teachers are rated as good supporters of differentiated instruction for students. Almost all of the students provided good feedback on their experiences and discovered that when teachers used varied instruction approaches in their classes, they were able to overcome their learning issues. All of this leads to the alignment of differentiated education approaches that should be used in all classroom activities.

Some studies examine the use of differentiated assessment in the process of learning. According to Noman (2014) those who have researched differentiated assessment. According to the findings, assessment is an essential part of the process of learning and cannot be separated from it. It is an important tool for determining a student's learning experience. Although significant progress has been made in integrating differentiated teaching in the classroom, differentiated assessment remains largely neglected. Not only that, Koshy (2013) investigated differentiated assessment activities when customizing to improve learning. The research found that differentiated assessments have been used successfully in several disciplines, notably as a formative exercise.

Regarding the matters of differentiated assessment, the researcher conducted preliminary research at one of the junior high schools in Singaraja. The school has implemented an Emancipated Curriculum which has implemented a 21st century learning model. However, in its implementation, there has not been any differentiated assessment carried out on students even though in fact what was observed during the observation process was that students' learning styles and abilities were different. The teacher already implemented the diagnostic assessment but it has not been implemented optimally. During the interview with teachers to obtain data, it was found that diagnostic assessments were only carried out at the beginning of learning and there was no follow-up to the results of the diagnostic assessments.

Henceforth, based on these circumstances, it is necessary to analyze the needs of students and teachers regarding the learning activities that can later serve as a reference in designing and developing an instrument as a differentiated assessment in English subjects in the Emancipated Curriculum to assess eighth-grade junior high school students.

METHOD

The method of data analysis used is qualitative descriptive which explains the needs of students and teachers. The analysis of data collection qualitatively will use theory from Miles and Huberman (1994) with Interactive Model Analysis. There are three activities in analysing the data using the Miles and Huberman (1994) method as cited in (Annisa, 2023) are provide data reduction, data display, and formulating conclusions. Data reduction is the process of performing field research through observation and learning. The next step is to provide the collected data, which is then categorized and presented in a narrative style to allow for a systematic interpretation. The final phase is to draw conclusions based on data received from the field that has undergone the reduction process.

Meanwhile, data collection was taken through observation of teaching activities, teacher interviews, and student questionnaires regarding learning methods and student learning styles. The observation sheet consists of 10 questions related to implementing assessment in the Emancipated Curriculum. Related to the detailed information on the implementation of the assessment and method in the learning activity, the researcher conducted a teacher interview with 24 open-ended questions. Then, to enrich the data, the researcher also conducted a questionnaire to the students which consisted of 6 yes/no questions and 12 multiple-choice questions.

The research subjects are eighth-grade junior high school teachers and students from one of Singaraja's junior high schools. The school had implemented the Merdeka Curriculum as the least restrictive curriculum regulated by the government. This school is one of the *Sekolah Penggerak* in Singaraja. *Sekolah Penggerak* programs are schools that focus on generating results. Students study holistically by realizing the Pancasila student profile, which involves cognitive competencies such as literacy and numeracy, as well as non-cognitive competencies like character (Syafi'i, 2021).

RESULT AND DISCUSSION

Based on the observation done in one of the junior high schools in Singaraja, three main issues were found in the learning processes. Firstly, the teacher has never implemented differentiated assessment in the learning process. Differentiated assessment is a new concept for the teacher, so several factors prevent the teacher from implementing it in the classroom. The factors influencing teachers' inability to implement differentiated assessment include a lack of understanding regarding differentiated assessment and the limited number of teachers who have implemented it. Secondly, the next problem was found in the implementation of assessment in the learning activities. The teacher explained that there are three assessments used during the process of learning such as diagnostic assessment, formative assessment, and summative assessment. Among these assessments, issues were found in the implementation of diagnostic assessment, which has not been maximized. During the observation and interviews conducted, the teacher stated that after conducting the diagnostic assessment, no follow-up actions were taken. Lastly, the 21st-century learning model includes Project-based Learning, Problem-based Learning, and Discovery Learning, which are not yet fully implemented. Teachers only apply this learning model to certain topics. However, in reality, teachers have not been able to implement these three learning models optimally. Based on difficulties one and two, it is possible to conclude that the next problem is related to assessment implementation. Teachers continue to struggle with adopting differentiated assessment adapted to 21st-century learning methods such as Problem-Based Learning, Project-Based Learning, and Discovery Learning.

On the other hand, the researcher interviewed an English teacher at one of the junior high schools in Singaraja to know the learning and teaching process, the method and assessment used for students, and teacher experiences during the teaching and process of

learning in the classroom. The interview was conducted offline and face-to-face with a teacher at one of the junior high schools in Singaraja. Several dimensions are used as a reference in designing this interview question, including Emancipated Curriculum, assessment, learning method, diagnostic assessment, formative assessment, summative assessment, and differentiated assessment. Twenty-four questions were asked to the teacher during the interview, and an electronic device had already recorded the interview's result.

To begin with, implementing the Emancipated Curriculum in schools. The implement of the Emancipated Curriculum in schools, particularly at a junior high school in Singaraja, implies that teachers are free to build and design their instructional materials, which may be adapted to the needs of both teachers and students during the learning process. Not only that, but teachers have the option to choose their material, allowing them to generate relevance in learning based on their students' potential. The concept is that by applying the Emancipated Curriculum in schools, teachers and students may create a more open and flexible learning environment.

Relating to implementing the Emancipated Curriculum in schools, then the second question is about implementing the Emancipated Curriculum in the 8th grade of Junior High School. The teachers typically conduct initial assessments during the learning process; nevertheless, other teachers may believe that formative assessments are difficult to implement due to their time commitment. However, what teachers can observe now is that initial assessments have usually been carried out since the independence curriculum because deepening and understanding the material is very important here, so teachers are not in a rush. Additionally, in class, there is a lot of project-based learning.

In the learning process in the Emancipated Curriculum, assessment is very important, based on that reason the teacher carries out an initial diagnosis of students' abilities by conducting an initial assessment, assessment as learning. Not only that, in the learning process teachers also carry out assessments for learning to determine student learning outcomes. And always assess learning at the end to measure student achievement. Henceforth, there are three assessments carried out, the first is the diagnostic assessment, which is one of the processes following the Emancipated Curriculum guidelines. The initial diagnostic assessment can be conducted by reviewing the student's previous year's report card, which is then combined with the learning objectives the teacher will create and design instruments to measure in students. So, the instructor does three things: identifies first, then adjusts to the learning objectives, and creates instruments that are especially suited to the competencies that the students need to master. Aside from diagnostic assessment, the teacher also conducts formative assessment. Formative assessment is done by questioning and giving a written test. After the written test is completed, the teacher will normally distribute the answer key to the students. This will be the primary reference point for doing self-assessments with other students and providing comments as a reflection. Additionally, the teacher conducts summative assessments at the end of the learning process to identify the level of students' learning abilities, and the assessment is usually given in the form of an exam or final test.

Besides the assessment process, the other important part of the learning process following the Emancipated curriculum is how teachers provide feedback to students. The teacher provides comments or feedback to the students throughout and at the end of the learning process. Feedback is offered based on the assessment they receive. The purpose of teacher feedback is to offer students with motivation or to make helpful ideas that will encourage them to continue their development.

Following the assessment in the learning process, learning methods have an essential role in the Emancipated curriculum. Learning methods are adjusted to the learning objectives to be met by involving students in a variety of learning activities such as group discussions or

projects, allowing students to be more active and overcome different challenges, which makes learning more complex.

Three methods are to be highlighted in the learning process at one of the junior high schools in Singaraja. The three methods are problem-based learning, project-based learning, and discovery learning. Focus on the implementation of problem-based learning, firstly, teachers carry out by giving problems to students and how they can identify the problems that the teacher gives, and then looking for answers or solutions to these problems with other students. The teacher usually also participates to facilitate the students so that they are equally responsible for solving the issues and reflecting together. Aside from problem-based learning, the teacher also conducts another learning method such as project-based learning. In carrying out project-based learning, the teacher determines a project that is by the learning objectives first and then involves students in determining the steps, especially planning the project. Usually, students also need guidance in carrying out the project, therefore the teacher regularly implements the project and continues to provide feedback. Return and evaluate the results of the project. Not just the two previous methods, the next learning method that teachers consider is discovery-based learning. In the process of learning through the discovery learning method, students search and discover materials related to the projects they are working on. In doing so, they conduct their experiments and small-scale research, engage in exploration, and gain contextual understanding through their involvement and respective skills.

In the implementation of the Emancipated curriculum, it is important to review the adjustments to learning methods and assessment techniques. The teachers need to consider what they want to assess and what skills they want to measure in their students. In this way, teachers can adapt learning methods to the assessment techniques that will be used. The point is that from the start, the learning objectives must follow the assessment that will be carried out and combine formative and summative so that variations in assessment techniques like this will provide a deeper picture of the student's experience of the material.

Furthermore, diagnostic assessment at the beginning of learning is to determine the future learning process. The teacher carries out initial diagnostics then based on the diagnostic results the teacher can adapt to the learning process by identifying effective teaching strategies following the results which record students' weaknesses then from the weaknesses that the teacher finds, the teacher can take other intensive and continuous learning to help students to overcome their deficiencies by giving them additional material so that the initial diagnosis will determine future learning. The assessment criteria at the beginning must be in line with the learning objectives and consider what students know, what they understand, and what they can do later in the lesson so that the teacher can consider the level of difficulty or complexity of the assessment carried out. Reflection and evaluation are implemented by carrying out analysis, when the teacher has obtained the results, the teacher can carry out analysis individually or in groups by identifying the student's weaknesses or strengths and determining the extent to which the student will be in line with the learning objectives that the teacher wants. Carrying out this reflection and evaluation is important. This can also be done as a consideration of whether later the teacher needs to make changes or change the learning approach and what needs to be done to improve students' understanding, in the end, they can carry out follow-up actions regarding reflection and evaluation.

Dealing with formative assessment of the learning process, a formative assessment takes the form of feedback given by the teacher to students during learning, for example by using tests and then providing feedback or holding discussions so that they can carry out intense direct communication with students regarding their performance. The assessment criteria are adjusted to the goals and abilities that students want to measure. Feedback and evaluation of learning using formative assessments such as self-assessments and peer assessments carried out by teachers. Self-assessment can be done by encouraging students so that they can identify

what areas they have mastered and what areas they still need to improve. For peer assessment, the teacher must set clear criteria so that peer assessment can be a guide for other students to provide feedback.

Moreover, a summative assessment at the end of the lesson is crucial to be done. The teacher has to observe and decide in advance the learning method used. Then designing relevant assessment instruments that cover all aspects of the material being taught, then providing instructions when students are working on the assignment usually must provide clear instructions. The assessment test is to ensure the clarity and objective form of the summative provided. Regarding the required assessment criteria, teachers believe that all types of assessment must refer to the learning objectives to be achieved. In summative assessment, teachers need to analyze students' learning outcomes as a reference for reflecting on and evaluating the learning process that has been conducted. After completing the analysis, at least the teacher understands the initial level of students' understanding of the learning material that has been taught. The next step is to identify the difficulties typically experienced by students. The assessment results obtained from students should still be re-evaluated to ensure alignment with the learning objectives.

In implementing the Emancipated curriculum, not only differentiated media and differentiated processes are necessary, but teachers also need to pay attention to differentiated assessment so that learning can be maximally implemented. The teachers understand differentiated assessment as adjustments in considering assessment methods so that they can take into account the individual differences of each student and that student needs can be met properly. The implementation of differentiated assessment under the rules in the Emancipated curriculum is flexibility in the form of assessment so that they can choose the form of assessment that suits their strengths. These different forms of assessment are adjusted with the assessment criteria that are relevant to the learning objectives but are still based on the needs and skills of each student. Regarding the obstacles encountered in implementing differentiated assessment, teachers cannot explain further because one of the junior high schools that is the subject of this research has never fully implemented differentiated assessment at all.

Furthermore, the questionnaire was given to students in 8th grade at one of the junior high schools in Singaraja. Eighteen questions were asked to the students which consisted of six questions about the method of learning and twelve questions about student's learning styles.

The first part of the questions is about the learning method that consists of six questions and 32 respondents answered the questions. The questionnaire was conducted in a form and the results are described below.

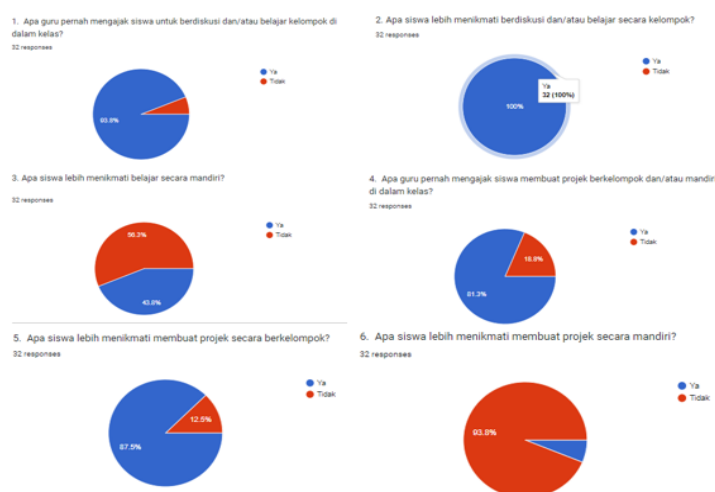


Chart 1. Student's perception of students' learning activity

Based on the result, it can be seen in the first question concerning the discussion activities in the learning activities that 93,8% or more than thirty of students said that the English teacher has invited students to discussion activity, and 6,2% or no less than two students said has not. Then the students' perception of the discussion activity in the learning process in the second question shows that all of the students enjoy learning with discussion activities. While in the third question deals with students' perception of independent learning demonstrates different outcomes. There are 56.3% or less than twenty students do not enjoy learning independently and 43.8 % or more than twelve students are enjoyed. Move on to the implementation of doing projects in the learning activities. The fourth question indicates that 81.3% or more than twenty-five students said that the English teacher has conducted projects in the learning activities and 18.8% or less than seven students said has not. While in the fifth question deals with students' perception of doing projects in groups. There are 87.5% or twenty-eight students who enjoy doing projects in groups and 12.5% or four students are not. Moreover, there is 93.8% or more than thirty students do not enjoy doing projects independently, and 6.2% or less than 2 students enjoy.

Based on the facts and the number of figures shown in the chart, several important points should be emphasized. Firstly, all students agree that teachers often encourage students to learn in groups, and students feel more comfortable when learning in groups. Not only that, during group learning, teachers often assign projects, and students feel more comfortable working on projects as a group rather than individually. In addition, few students enjoy learning and working on projects individually.

The second part of the questions is about the student's learning style and consists of twelve questions and 32 respondents answered the questions. The questionnaire was conducted in a form and the results are described below.



Chart 2. Student learning style

Based on the result, it can be seen the students' learning styles are varied and heterogeneous. Begin with Chart 2 shows that the highest figure among the chosen answers refers to the Kinesthetic learning style with 62.5% or twenty students. It means that most of the students in Chart 2 are Kinesthetic learners. In contrast, the lowest figure is 3.1%, or less than 2 students, who are read/write learners.

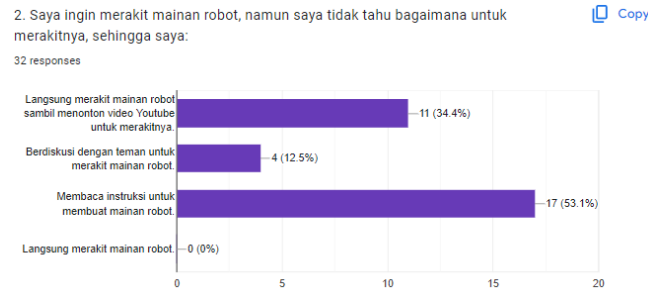


Chart 3. Student learning style

Next, in Chart 3 shows that the highest figure among the chosen answers refers to the read/write learning style with 53.1% or less than seventeen students. It means that most of the students in Chart 4.8 are read/write learners. In contrast, the lowest figure is no one of the students chose the answer that refers to the Kinesthetic learning style.

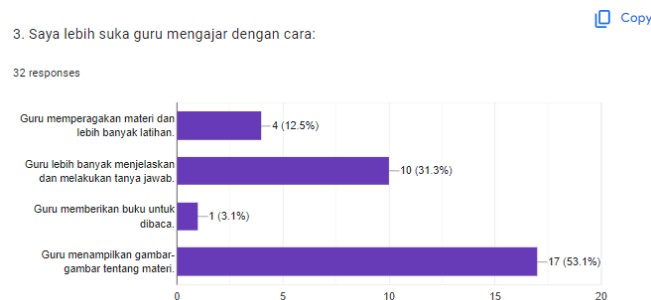


Chart 4. Student learning style

Similar to Chart 2, Chart 4 shows that the highest figure among the chosen answers refers to the Kinesthetic learning style with 53.1% or less than seventeen students. It means that most of the students in Chart 4 are Kinesthetic learners. In contrast, the lowest figure is 3.1%, or less than 2 students, who are read/write learners.



Chart 5. Student learning style

Meanwhile, Chart 5 shows different results from the previous ones. Chart 5 shows that the highest figure among the chosen answers refers to the visual learning style with 46.9% or less than sixteen students. It means that most of the students in Chart 5 are visual learners. In contrast, the lowest figure is 15.6%, or less than five students, who are read/write learners and auditory learners.

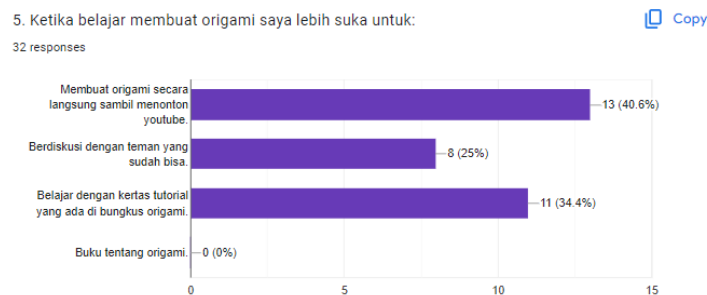


Chart 6. Student learning style

Next, Chart 6 shows that the highest figure among the chosen answers refers to the visual learning style with 40.6% or less than thirteen students. It means that most of the students in Chart 6 are visual learners. In contrast, the lowest figure is no one of the students chose the answer that refers to the Kinesthetic learning style.

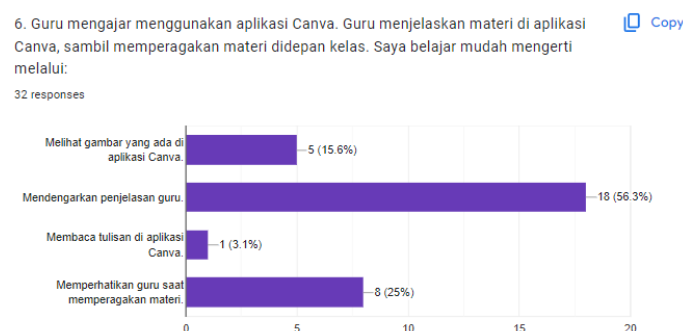


Chart 7. Student learning style

Moving on to the next chart, Chart 7 shows that the highest figure among the chosen answers refers to the auditory learning style with 56.3% or less than nineteen students. It means that most of the students in Chart 7 are auditory learners. In contrast, the lowest figure is 3.1%, or less than 2 students, who are read/write learners.

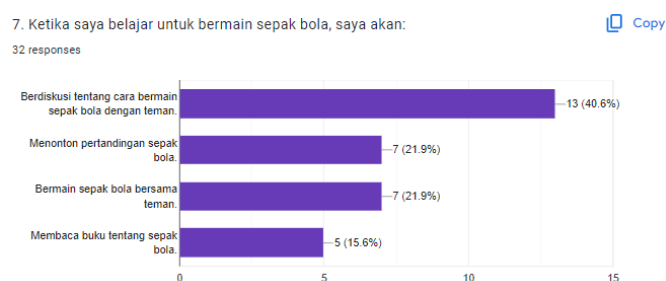


Chart 8. Student learning style

Afterward, Chart 8 shows that the highest figure among the chosen answers refers to the visual learning style with 40.6% or less than thirteen students. It means that most of the students in Chart 8 are visual learners. In contrast, the lowest figure is 15.6% or less than five students, who are Kinesthetic learners.

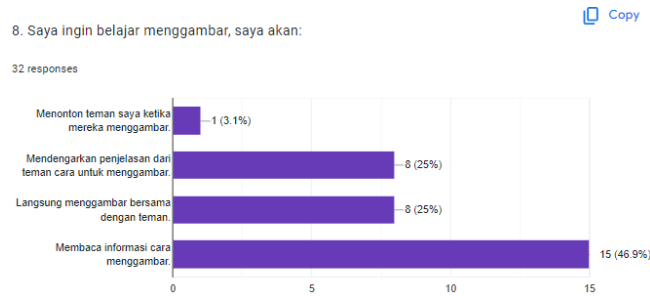


Chart 9. Student learning style

Next, Chart 9 shows that the highest figure among the chosen answers refers to the Kinesthetic learning style with 46.9% or less than sixteen students. It means that most of the students in Chart 9 are Kinesthetic learners. In contrast, the lowest figure is 9.4% or less than four students, who are visual learners.

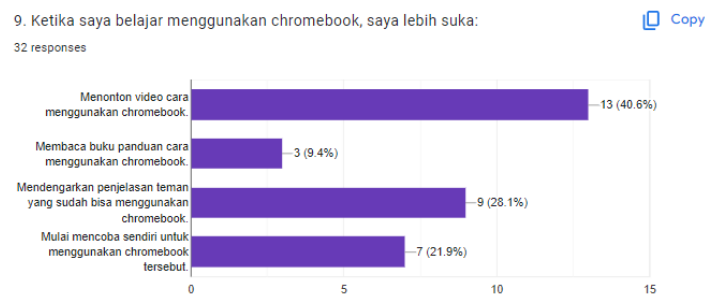


Chart 10. Student learning style

The above is Chart 10 shows that the highest figure among the chosen answers refers to the visual learning style with 40.6% or less than thirteen students. It means that most of the students in Chart 10 are visual learners. In contrast, the lowest figure is 9.4% or less than five students, who are Kinesthetic learners.

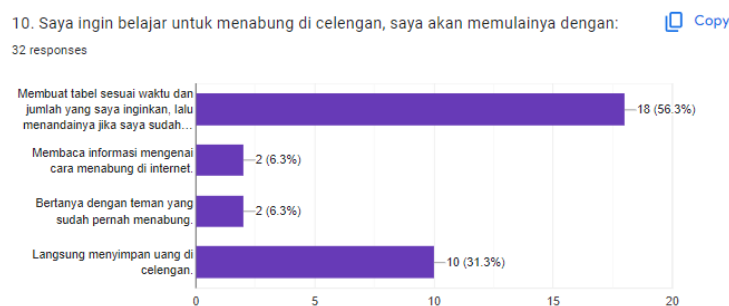


Chart 11. Student learning style

Next, Chart 11 shows that the highest figure among the chosen answers refers to the visual learning style with 56.3% or less than nineteen students. It means that most of the students in Chart 11 are visual learners. In contrast, the lowest figure is 6.3 % or less than three students, who are read/write learners and auditory learners.

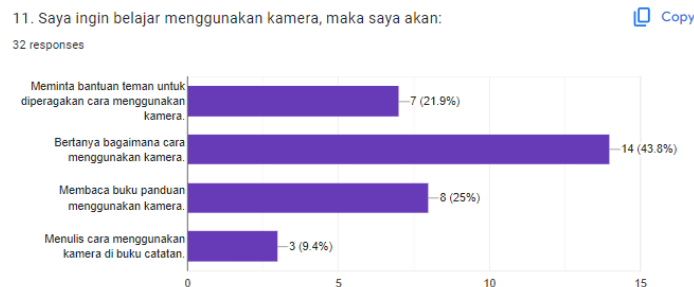


Chart 12. Student learning style

Different from other charts, Chart 12 shows that the highest figure among the chosen answers refers to the auditory learning style with 43.8% or less than fifteen students. It means that most of the students in Chart 12 are auditory learners. In contrast, the lowest figure is 9.4% or less than four students, who are Kinesthetic learners.



Chart 13. Student learning style

Lastly, Chart 13 shows that the highest figure among the chosen answers refers to the auditory learning style with 71.9% or less than twenty-four students. It means that most of the students in Chart 13 are auditory learners. In contrast, the lowest figure is 6.3% or less than three students, who are read/write learners and Kinesthetic learners.

Based on the facts and the number of figures shown in the chart, one important thing should be emphasized that each student has a different learning style, therefore to achieve maximum learning outcomes, teachers need to design differentiated assessments as well.

CONCLUSION

A learning process is closely tied to assessment, including within the Emancipated Curriculum. Assessment principles are integral to the curricular framework, with a focus on evaluating students' knowledge, skills, and understanding. Good assessment guidelines are essential for measuring learning outcomes and identifying areas for improvement. Differentiated assessment, including diagnostic, formative, and summative assessments, plays a crucial role in evaluating student performance based on individual learning styles and needs.

Differentiated assessment considers the diverse learning styles and abilities of students, ensuring that assessments are tailored to individual preferences. Motivation is key for active learning, and creating suitable assessment activities is vital for effective teaching and learning. Implementing differentiated assessments can help students develop competence and autonomy, leading to a safer and more predictable learning environment.

Research has shown the importance of differentiated assessment in supporting student learning. While progress has been made in integrating differentiated teaching, differentiated assessment remains underutilized. Preliminary research at a junior high school in Singaraja revealed a lack of differentiated assessment implementation, despite varying student learning

styles and abilities. Analyzing student and teacher needs is crucial for designing effective differentiated assessments in the Emancipated Curriculum.

Qualitative descriptive analysis was used to understand student and teacher needs in the learning process. Data collection methods included observation, teacher interviews, and student questionnaires. The research focused on eighth-grade teachers and students in a school implementing the Emancipated Curriculum. Results highlighted the need for differentiated assessment to align with diverse learning methods and assessment techniques.

In the Emancipated Curriculum, assessment is essential for evaluating student progress and providing feedback. Teachers conduct diagnostic, formative, and summative assessments to measure learning outcomes and adjust teaching strategies accordingly. Differentiated assessment allows for flexibility in assessment methods to accommodate individual student needs and preferences. By aligning learning objectives with assessment techniques, teachers can provide a comprehensive evaluation of student learning.

Student perceptions of learning activities and styles were assessed through questionnaires. Results showed varied learning styles among students, with a majority favoring kinesthetic and visual learning styles. Understanding and accommodating different learning styles is crucial for designing effective differentiated assessments in the Emancipated Curriculum.

In conclusion, differentiated assessment is essential for supporting diverse student needs in the Emancipated Curriculum. By aligning assessment methods with individual learning styles, teachers can create a more inclusive and effective learning environment. Further research and implementation of differentiated assessments are needed to enhance student learning outcomes in junior high schools.

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