

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

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, 2022). 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, 2022). 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 preliminary observations at two public schools in Buleleng, it was found that both schools had implemented the Emancipated Curriculum. 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, 2022).

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 influences 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 contain 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. 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, 2022). As a result, assessments should be created with the goal of giving students the opportunity to fully demonstrate their 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.

## **1.2 Problem Identification**

Based on the background provided above, the identified problems are as follows:

1. Teachers still do not know the diversity of learning styles of each student in one class. The result is that teachers are still unable to implement differentiated assessment,
2. Teachers still rely on the same assessment approach for all students in the class, without paying attention to variations in their learning styles. Thus, teachers assume to generalize all students without paying attention to the differences in each student,



3. Teachers face challenges in designing differentiated assessments that align with student's learning style in the Emancipated Curriculum. This is primarily due to the significant amount of time required for creating differentiated assessments,
4. Teachers struggle to select the appropriate strategies and methods for assessing students that match with student's learning style. This is because teachers do not yet fully understand the learning styles of each student, and as a result, they do not know which strategies are most suitable for different groups of students. This is attributed to the diversity of students within a single classroom, making it difficult for teachers to understand their individual needs.

### **1.3 Limitation of the Problem**

The issues to be considered are restricted to the four difficulties that have been identified. The first, second, and third problems covered in this study were all addressed by creating a book-based, individualized evaluation system based on learning preferences. The researcher's book promoted individualized instrument assessments according to students' learning styles. When creating the product, it is also possible to address the fourth issue by prioritizing students' requirements and learning styles. This research is limited to developing differentiated instruments assessment in the form of books. The topics chosen are based on the second-semester syllabus for 10th-grade students of Senior High School in Buleleng Regency. The differentiated assessment instruments will be designed with a focus on learning styles.

### **1.4 Research Questions**

1. What are the needs of teachers and students need to be included in differentiated assessment based on learning style?
2. How is the development of differentiated instruments assessment in the form of books for 10th-grade students of Senior High School in first semesters based on learning style?

3. How is the quality of the development differentiated instruments assessment based on learning style for 10<sup>th</sup> grade students of senior high school in the form of a book?

### **1.5 Research Objectives**

1. To meet the needs of teachers and students need to included in differentiated assessment based on learning style.
2. To develop differentiated instruments assessment based on learning style be developed for 10<sup>th</sup> grade students of senior high school.
3. To evaluate the quality of the developed differentiated instruments assessment based on learning style for 10<sup>th</sup> grade students of senior high school.

### **1.6 Significance of Study**

#### **1.6.1 Theoretical**

The process of learning cannot be separated from the attainment of students' development. Achieving the development of students in the context of learning generates data that provides an overview of them (Hikmah, 2021). Therefore, assessment is considered a complex evaluation process in the context of learning (Hikmah, 2021). A quality educator consistently evaluates their students, whether it is done unexpectedly or intentionally (Brown & Abeywickrama, 2020). Significance in this research is more inclined towards differentiated classes related to assessment. So that the assessment carried out can be in line with the learning process in class.

#### **1.6.2 Practical**

##### **a. For Teacher**

This research is expected to assist teachers in understanding differentiated assessment instruments. Moreover, it is hoped that teachers are be able to implement this differentiated assessment instruments into their teaching processes, thereby achieving the intended learning objectives more effectively. Additionally, teachers

are encouraged to innovate in designing and developing differentiated assessment instruments tailored to students' needs. This differentiated assessment instruments also greatly aids teachers in comprehending which aspects are being evaluated throughout the learning process.

**b. For Students**

With the presence of this research, it is expected that students benefit from the outcomes of the assessment process conducted by their teachers using the differentiated assessment instruments. Furthermore, students can engage effectively in the English language learning process, and the quality of their learning can improve through accurate and appropriate assessments.

**c. For Other Researcher**

Through this research, it is hoped that other researchers find assistance in conducting studies related to the development of differentiated assessment instruments. Other researchers can use this research as a reference for their own studies, thus enabling them to complete their research effectively.

