

## REFERENCES

- Andrade, H., & Valtcheva, A. (2009). Promoting learning and achievement through self-assessment. *Theory into Practice*, 48(1), 12–19. <https://doi.org/10.1080/00405840802577544>
- Angga, A., Abidin, Y., & Iskandar, S. (2022). Penerapan Pendidikan Karakter dengan Model Pembelajaran Berbasis Keterampilan Abad 21. *Jurnal Basicedu*, 6(1), 1046–1054. <https://doi.org/10.31004/basicedu.v6i1.2084>
- Anggraena, Y., Ginanto, D., Felicia, N., Andiarti, A., Alhapip, L., Iswoyo, S., & Hartini, Y. (2022). *Panduan Pembelajaran dan Asesmen*.
- Ardiansyah, Mawaddah, F. S., & Juanda. (2023). Assesmen dalam Kurikulum Merdeka Belajar. *Jurnal Literasi Dan Pembelajaran Indonesia*, 3(1), 8–13.
- Association, A. E. R., Association, A. P., & Education, N. C. on M. in. (2014). *Standards for Educational and Psychological Testing* (Vol. 0000000000). American Educational Research Association.
- Auliya, L. A. R., Lutfiati, D., Puspitorini, A., & Wilujeng, B. Y. (2022). Penerapan Model Pembelajaran Problem Based Learning (PBL) Pada Kompetensi Dasar Pengeritingan Rambut Dasar Untuk Meningkatkan Hasil Belajar Siswa Kelas XI SMK IKIP Surabaya. *E-Jurnal*, 11(2), 175–183.
- Barus, D. R. (2019). Model–Model Pembelajaran Yang Disarankan Untuk Tingkat Smk Dalam Menghadapi Abad 21. *Universitas Negeri Medan*, 1–13. <https://digilib.unimed.ac.id/id/eprint/38932>
- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31. <https://doi.org/10.1007/s11092-008-9068-5>
- Bridges, S., McGrath, C., & Whitehill, T. L. (2012). Problem-based learning in clinical education: The next generation. *Problem-Based Learning in Clinical Education: The Next Generation*, June, 1–251. <https://doi.org/10.1007/978-94-007-2515-7>
- Brown, H. D. (2010a). *Language assessment: Principles and classroom practices* (2nd ed.). [https://www.academia.edu/26575645/H\\_Douglas\\_Brown\\_Language\\_Assessment\\_Principles\\_and\\_Classroom\\_Practice](https://www.academia.edu/26575645/H_Douglas_Brown_Language_Assessment_Principles_and_Classroom_Practice)
- Brown, H. D. (2010b). Language Assessment: Principles and Classroom Practices (2nd ed.). In *Pearson Education* (Vol. 01).
- Chowdhury, F. (2018). Application of Rubrics in the Classroom: A Vital Tool for Improvement in Assessment, Feedback and Learning. *International Education Studies*, 12(1), 61. <https://doi.org/10.5539/ies.v12n1p61>

- Cristiana, O., Nitiasih, P. K., & Budiarta, L. G. R. (2023). Developing An Authentic Assessment Rubric in Merdeka Curriculum Based on 21st Century learning Methods for 10th Grade Students. *The Art of Teaching English as a Foreign Language*, 4(1), 15–24. <https://doi.org/10.36663/tatefl.v4i1.490>
- Dinana, M. F., Makhfud, M., & Mukhlison, M. (2024). *The Use of Differentiated Instruction in Achieving Learning Objectives of Islamic Religious Education in the Merdeka Curriculum Introduction Education is a vehicle to develop the ability of individuals to be responsible for their own lives and well-behave*. 14(1), 79–92. <https://doi.org/10.33367/ji.v14i1.5318>
- Dinn Wahyudin, Edy Subkhan, Abdul Malik, Moh. Abdul Hakim, Elih Sudiapermana, LeliAlhapip, Maisura, Nur Rofika Ayu Shinta Amalia, Lukman Solihin, Nur Berlian Venus Ali, F. N. K. (2024). Kajian Akademik Kurikulum Merdeka. In *Kemendikbud*. [https://kurikulum.kemdikbud.go.id/file/1711503412\\_manage\\_file.pdf](https://kurikulum.kemdikbud.go.id/file/1711503412_manage_file.pdf)
- Dunn, R., & Burke, K. (2006). Learning Style: The Clue To You. *LSCY: Research and Implementation Manual*, 172. 47 [www.cluetoyou.com](http://www.cluetoyou.com)
- Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Fleming, N. D. (2006). VARK Learning Styles: Visual, Auditory, Read/Write, Kinesthetic Visual Learning Style. *VARK Learning Styles*. <https://www.definedstem.com/wp-content/uploads/2017/05/VARK.pdf>
- Fleming, N. D., Robson, G., & Smith, R. (2005). *Vark: How Do I Learn Best*. 76.
- G Wiggins. (1998). Educative Assessment: Designing Assessments to Inform and Improve Student Performance. *Jossey-Bass*, 3063(September), 2021.
- Halimah, N. (2023). Analisis Pembelajaran Berdiferensiasi Sebagai bentuk Implementasi Kebijakan Kurikulum Merdeka. *Jurnal Ilmiah Pendidikan Dasar*, 8.
- Hamidah, H., Rabbani, T. A. S., Fauziah, S., Puspita, R. A., Gasalba, R. A., & Nirwansyah. (2020). *HOTS-Oriented Module: Project-Based Learning*.
- Hasim, E. (2020). Penerapan Kurikulum Merdeka Belajar Perguruan Tinggi Di Masa Pandemi Covid-19. *Prosiding Webinar Magister Pendidikan Dasar Pascasarjana Universitas Negeri Gorontalo “Pengembangan Profesionalisme Guru Melalui Penulisan Karya Ilmiah Menuju Anak Merdeka Belajar,”* 68–74.
- Hendri, N. (2020). Merdeka Belajar: Antara Retorika dan Aplikasi. *Seminar Nasional: Jambore Konseling* 3, 00(00), XX–XX. <https://doi.org/10.1007/XXXXXX-XX-0000-00>
- Husmann, P. R., & O’Loughlin, V. D. (2019). Another Nail in the Coffin for Learning Styles? Disparities among Undergraduate Anatomy Students’ Study Strategies, Class Performance, and Reported VARK Learning Styles.

- Anatomical Sciences Education*, 12(1), 6–19. <https://doi.org/10.1002/ase.1777>
- Ihalon, E. C. (2022). Differentiated Assessment in Araling Panlipunan 10: Enhanced Learning Activities. *International Journal of Trend in Scientific Research* ..., 6(6), 971–986. [http://eprints.umsida.ac.id/10843/%0Ahttp://eprints.umsida.ac.id/10843/1/Differentiated Assessment in Araling Panlipunan 10 Enhanced Learning Activities.pdf](http://eprints.umsida.ac.id/10843/%0Ahttp://eprints.umsida.ac.id/10843/1/Differentiated%20Assessment%20in%20Araling%20Panlipunan%2010%20Enhanced%20Learning%20Activities.pdf)
- Indarta, Y., Jalinus, N., Abdullah, R., & Samala, A. D. (2021). *EDUKATIF : JURNAL ILMU PENDIDIKAN 21st Century Skills : TVET dan Tantangan Abad 21*. 3(6), 4340–4348.
- Indarta, Y., Jalinus, N., Waskito, W., Samala, A. D., Riyanda, A. R., & Adi, N. H. (2022). Relevansi Kurikulum Merdeka Belajar dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0. *Edukatif: Jurnal Ilmu Pendidikan*, 4(2), 3011–3024. <https://doi.org/10.31004/edukatif.v4i2.2589>
- Jang, E. E. (2013). Diagnostic assessment in language classrooms. *The Routledge Handbook of Language Testing*, March, 120–133. <https://doi.org/10.4324/9780203181287-16>
- Joughin, G. (2010). A Short Guide to Oral Assessment. *A Short Guide to Oral Assessment*, January 2010, 1–23.
- Karimov, R., Yo Soliyev, Ermirzayev, A., Bahodirov, O., & Abdurazoqov, E. (2020). Psychological and pedagogical characteristics of a high school student. *International Journal on Integrated Education*, 3(2), 91–95.
- Kemendikbud. (2021). *Panduan Implementasi Kebijakan Kampus Merdeka (MBKM)*. 1–66. <https://ldikti13.kemdikbud.go.id/wp-content/uploads/2022/07/Panduan-Implementasi-Kebijakan-Merdeka-Belajar-Kampus-Merdeka-MBKM.pdf>
- Kemendikbudristek BSKAP. (2022). Salinan Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 008/H/KR/2022 Tentang Capaian Pembelajaran Pada Pendidikan Anak Usia Dini Jenjang Pendidikan Dasar dan Jenjang Pendid. In *Kemendikbudristek* (Issue 021).
- Khasinah, S. (2021). Discovery Learning: Definisi, Sintaksis, Keunggulan dan Kelemahan. *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, 11(3), 402. <https://doi.org/10.22373/jm.v11i3.5821>
- Khoiriah, Jalmo, T., & Abdurrahman. (2018). Development of assessment instrument higher order thinking skills on science subjects for student grade eight junior high school. *The Online Journal of New Horizons in Education*, 8(2), 19–29. [http://repository.lppm.unila.ac.id/3260/25/development HOTS instruments.pdf](http://repository.lppm.unila.ac.id/3260/25/development%20HOTS%20instruments.pdf)
- Khoirurrijal, Fadriati, Sofia, Makrufi, A. D., Gandi, Tajeri, Fakhrudin, Hamdani, & Suprapno. (2022). *Pengembangan Kurikulum Merdeka* (Issue 1).



- Kizi, G. M. G., & Shadjalilovna, S. M. (2022). Developing Diagnostic Assessment, Assessment for Learning, And Assessment of Learning Competence Via Task Based Language Teaching. *Academia Globe: Inderscience Research*, 3(8.5.2017), 2003–2005.
- Koshy, S. (2013). Differentiated assessment activities: customising to support learning. *Quality Enhancement of University Teaching and Learning*, 1–7.
- Maemonah. (2014). Asesmen Pembelajaran. In *Bandung: PT. Remaja Rosdakarya Offset* (Issue October).
- Magno, C., & Ouano, J. A. (2015). Designing Written Assessment for Student Learning. *Researchgate*, May, 1–334.
- Marlina, & M Kusumastuti. (2023). Differentiated learning assessment model to improve involvement of special needs students in inclusive schools. *Researchgate.Net*, 16(4), 423–440. [https://www.researchgate.net/profile/Ediyanto-Ediyanto/publication/372389208\\_Differentiated\\_Learning\\_Assessment\\_Model\\_to\\_Improve\\_Involvement\\_of\\_Special\\_Needs\\_Students\\_in\\_Inclusive\\_Schools/links/64b2ae7d95bbbe0c6e3b4cd3/Differentiated-Learning-Assessment-M](https://www.researchgate.net/profile/Ediyanto-Ediyanto/publication/372389208_Differentiated_Learning_Assessment_Model_to_Improve_Involvement_of_Special_Needs_Students_in_Inclusive_Schools/links/64b2ae7d95bbbe0c6e3b4cd3/Differentiated-Learning-Assessment-M)
- Maulida, N., & Adani, S. (2023). AN ANALYSIS OF ASSESSMENT USED IN THE ENGLISH TEXTBOOK OF MERDEKA BELAJAR CURRICULUM FOR THE FIRST-YEAR STUDENTS OF JUNIOR HIGH SCHOOL. *Nusantara Hasana Journal*, 2(9), 185–190.
- Miklos, V. S. (2020). Problem-oriented project work and problem-based learning: “Mind the gap!” *Interdisciplinary Journal of Problem-Based Learning*, 14(1), 1–17. <https://doi.org/10.14434/ijpbl.v14i1.28596>
- Miles, M. B., & Huberman, A. M. (1994). Qualitative Data Analysis: Second Edition. In *CEUR Workshop Proceedings* (Vol. 1304, pp. 89–92).
- Naf'iah, J., Faruq, D. J., & Mutmainah, S. (2023). Karakteristik Pembelajaran Pada Kurikulum Merdeka Belajar di Madrasah Ibtidaiyah. *Angewandte Chemie International Edition*, 6(11), 951–952., Mi, 5–24.
- Nikmard, F., & Tavassoli, K. (2019). The Effect Of Dynamic Assessment On EFL Learners' Performance On Selective And Productive Reading Comprehension Tasks. *Foreign Language Research Journal*, 7(1), 79–104. <https://doi.org/10.30479/jmrels>
- Nurkencana., & Sunartana. (1992). Evaluasi hasil belajar. Surabaya: Usaha Nasional.
- Othman, N., & Amiruddin, M. H. (2010). *Different Perspectives of Learning Styles from the Vark Model*.
- Pantiwati, Y., Chamisijatin, L., Zaenab, S., & Aldya, R. F. (2023). *Characteristics of Learning Assessment Towards Implementation of Merdeka Learning Curriculum*. 7(1), 115–128.

- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles concepts and evidence. *Psychological Science in the Public Interest, Supplement*, 9(3), 105–119. <https://doi.org/10.1111/j.1539-6053.2009.01038.x>
- Popham, W. J. (2009). Assessment literacy for teachers: Faddish or fundamental? *Theory into Practice*, 48(1), 4–11. <https://doi.org/10.1080/00405840802577536>
- Reisdorfer, C. (2020). *Differentiated Assessments in a Social Studies Middle School Class*.
- Richey, R. C., & Klein, J. D. (2007). *Design and Development Research*.
- Rogiers, A., Merchie, E., & Van Keer, H. (2019). Learner profiles in secondary education: Occurrence and relationship with performance and student characteristics. *Journal of Educational Research*, 112(3), 385–396. <https://doi.org/10.1080/00220671.2018.1538093>
- Ronaldy, M., Saputra, A., & Style, L. (2023). KONSELING GAYA BELAJAR PESERTA DIDIK BERDASARKAN TEORI. 3(2), 167–184. <https://doi.org/10.35719/sociocouns.vxix.xx>
- Roopa, S., & Rani, M. (2012). Questionnaire Designing for a Survey. *Journal of Indian Orthodontic Society*, 46(4\_suppl1), 273–277. <https://doi.org/10.1177/0974909820120509s>
- Salmani, M. A. (2008). Performance Assessment in Language Learning. *Journal on School Educational Technology*, 4(4), 1–10.
- Shadri, R., Hermita, N., Deswarni, D., Purnamasari, A. S., Julia Lingga, L., Wijaya, H., Curriculum Halaman, M., Wijoyo, H., & Guru Penggerak Provinsi Riau, B. (2023). Assessment in the Merdeka Curriculum: How Are the Teachers' Perspectives on It? Penilaian Dalam Kurikulum Merdeka: Bagaimana Perspektif Guru Dalam Pelaksanaannya? *Jurnal PAJAR (Pendidikan Dan Pengajaran)*, 7(1), 202–209. <http://dx.doi.org/10.33578/pjr.v7i1.9127>.
- Soleh, D. (2021). Penggunaan Model Pembelajaran Project Based Learning melalui Google Classroom dalam Pembelajaran Menulis Teks Prosedur. *Ideguru: Jurnal Karya Ilmiah Guru*, 6(2), 137–143. <https://doi.org/10.51169/ideguru.v6i2.239>
- Sorohiti, M. (2016). Oral Assessments at English Education Department of Universitas Muhammadiyah Yogyakarta. *Journal of Foreign Language Teaching and Learning*, 1(1). <https://doi.org/10.18196/ftl.114>
- Sreenidhi, S. K., & Helena, T. C. (2017). Styles of Learning VAK. *International Journal For Innovative Research In Multidisciplinary Field*, 3(4), 17–25.
- Sulolipu, A. A., Yahya, M., Rismawanti, E., & Anas, M. (2023). Model Pembelajaran Dalam Implementasi Kurikulum Merdeka. *Jurnal Pengabdian Kolaborasi Dan Inovasi IPTEKS*, 1(5), 730–737. <https://doi.org/10.59407/jpki2.v1i5.118>
- Sumarni, W., Supardi, K. I., & Widiarti, N. (2018). Development of assessment

- instruments to measure critical thinking skills. *IOP Conference Series: Materials Science and Engineering*, 349(1). <https://doi.org/10.1088/1757-899X/349/1/012066>
- Sumiana. (2020). Zonasi dan Merdeka Belajar : Kajian Kritis dari Prospektif Kebijakan. *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, 16(30), 150–157. <https://doi.org/10.36456/bp.vol16.no30.a2712>
- Syafi'i, F. F. (2021). Merdeka belajar: sekolah penggerak. *PROSIDING SEMINAR NASIONAL PENDIDIKAN DASAR "Merdeka Belajar Dalam Menyambut Era Masyarakat 5.0," November*, 46–47.
- Tomlinson, C. A. (2001). How To Differentiate Instruction in Mixed-Ability Classroom (2nd Edition). In *Toxicology* (Vol. 44, Issue 1). [https://doi.org/10.1016/0300-483X\(87\)90046-1](https://doi.org/10.1016/0300-483X(87)90046-1)
- Tomlinson, C. A. (2017). The Rationale for Differentiating Instruction in Academically Diverse Classrooms. In *DIFFERENTIATE INSTRUCTION : in Academically Diverse Classrooms*. <http://www.ascd.org/ASCD/pdf/siteASCD/publications/books/HowtoDifferentiateInstructioninAcademicallyDiverseClassrooms-3rdEd.pdf>
- Tomlinson, C. A., & Moon, T. R. (2013a). Assessment and Student Success in a Differentiated Classroom. In *Assessment and Student Success in a Differentiated Classroom*. [https://studentachievement.org/wp-content/uploads/Assesment\\_Student\\_Success\\_in\\_differentiated\\_classroom.pdf](https://studentachievement.org/wp-content/uploads/Assesment_Student_Success_in_differentiated_classroom.pdf)
- Tomlinson, C. A., & Moon, T. R. (2013b). Differentiation: An Overview. *Assessment and Student Success in a Differentiated Classroom*, 1–16.
- Tontus, O. (2020). *Concept of Assessment and Evaluation*. October, 11–17.
- Trilling, B., & Fadel, C. (2009). Bernie Trilling, Charles Fadel-21st Century Skills Learning for Life in Our Times -Jossey-Bass (2009). *Journal of Sustainable Development Education and Research*, 2(1), 243.
- Varsavsky, C., & Rayner, G. (2013). Strategies that challenge: Exploring the use of differentiated assessment to challenge high-achieving students in large enrolment undergraduate cohorts. *Assessment and Evaluation in Higher Education*, 38(7), 789–802. <https://doi.org/10.1080/02602938.2012.714739>
- Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. *Harvard University Press*, 108(3–4), 101–103. <https://doi.org/10.3928/0048-5713-19850401-09>
- Wicaksono, A. G. (2022). *Potensi Pemberdayaan Keterampilan Berpikir Kritis Mahasiswa Calon Guru Sekolah Dasar Melalui Model Discovery Learning*. 6(1), 1398–1407.
- Widharyanto, B., & Binawan, H. (2020). Learning style and language learning strategies of students from various ethnicities in Indonesia. *Cakrawala Pendidikan*, 39(2), 480–492. <https://doi.org/10.21831/cp.v39i2.28173>

- Yulianto, H. (2022). An Implementation of Learning Assessment Model on The Curriculum of Merdeka Belajar. *Technical and Vocational Education International Journal*, 2(2), 22–34. <https://doi.org/10.556442/taveij.v2i2>
- Yustiana, S., & Kusumadewi, R. F. (2020). *Development of Product Assessment Instrument Based on Contextual Learning*. 436, 346–350. <https://doi.org/10.2991/assehr.k.200529.071>
- Zidan, M. R. (2023). *A Literature Study On The Implementation Of Merdeka Curriculum*. 2(2).





