

# **BAB I**

## **INTRODUCTION**

### 1.1 Research Background

The Emancipated Curriculum is a new curriculum introduced by the Indonesian Minister of Education and Culture as an element of the government's Pancasila Learner Profiles program to improve education and produce high-quality human resources. This policy entitles a student to study a degree program off-campus for three semesters (Kemendikbud, 2020). Universities should strictly guarantee the right of students to study off-campus. The MBKM program is congruent with the link-and-match model introduced by former Culture Minister Djojonegoro in 1993; government regulation No. 29 of 1990 on secondary education provided the framework for the education of employed graduates (Soesilowati, 2009). From here, Indonesia worked on the industrialization of education. School graduates are inextricably linked to the world of work, the work of graduates. There is an intensive collaboration between the world of education and the world of business and industry (DIDU). The graduate's skills are then honed through the implementation of the ISO 9001 quality assurance system through assessments such as certificates of competence and reassignment of school leadership version 2008. Earlier, the Minister of Education and Culture, Nadiem Makarim revealed that many study programs do not match the needs of the working world because of the study program, the curriculum has too many theories and only little practice. Therefore, the program does not emphasize the concept of association and correspondence. From this phenomenon, the MBKM program seems to be

empowering university graduates. It is expected that the university will become much closer to the world of industry and business, and then there will be a place for college students to study off campus. MBKM college students can choose from eight templates: 1). student exchange; 2). internship course; 3) teaching assistance; 4), research or study; 5), humanity project; 6), entrepreneurship; 7), independent project; and 8) developing the village or Kuliah Kerja Nyata Tematik from the MBKM Dikti program. From the minister's statement, it can be inferred that national education has the core problem of educating people and national goals in education. On the other hand, it tries to focus on the soft skills aspects; government policy tends to emphasize technical skills; the association, combination, and MBKM programs do not affect the training of skilled workers. Indonesia seeks to prioritize the development of students's potential to become morally upright individuals.

One of the main provisions is to give students the right to take courses outside of their curriculum. Although this task is not mandatory, it is most emphasized because of its direct impact on college students. Interested students can earn credits for one semester in other programs at the same university and spend two semesters studying off-campus through internships, research activities, student exchange programs, and community service. However, the policy has not explained in detail the application or implementation of each related activity. Therefore, in order to implement the MBKM policy that prioritizes active learning through the development of creativity, innovation, and critical thinking in the learning process, changing the curriculum is inevitable for a necessary study program student. To apply this policy, a degree program must compile or adapt its

curriculum to the Kampus Merdeka policy implementation model. In addition, the program of study must facilitate students who wish to take courses in other programs of the same institution and provide the courses and requirements that students take from the programs in which another school or another institution may participate. It should also be noted that the program must undertake a course of equivalence between the program itself and external learning activities. Finally, they will be the subject of the chosen program according to the applicable study guidelines. In the current curriculum development in the Indonesian context, MBKM is one of the most essential curriculum objectives at the university level (Rahmattullah & Syamsu, 2021). One of the keys to the achievement of enforcing the MBKM Policy is to make the studying procedure in better schooling greater independent and flexible (Yusuf & Arfiansyah, 2021). It allows you to create a studying tradition that is innovative, no longer restrictive, and in keeping with the wishes of better schooling. In this case, the application to expand a curriculum through adapting to modern-day traits and generating work-prepared alumni according with the anticipated studying outcomes (Nanggala & Suryadi, 2020).

**Philosophy/politic of the emancipated curriculum** - A pedagogical system which emphasizes student choice, responsibility and freedom from traditional academic restrictions. The idea of an emancipated curriculum is to encourage students into charting their futures, guiding their learning and experience educational material in a manner that is personal, relevant and malleable to fit individual needs or interests. This means that in an emancipated curriculum the student is the center of their learning. It recognizes the fact that learners learn at different rates and have preferences in terms of learning styles. The program is

flexible enough that it allows for these individual differences. Choice for students in what and how they learn, they can select topics, outputs and assessment methods to suit their preferences and ambitions.

Questioning is a key component of the curriculum that leads to a discussion. This leads students to the science of their questions, the method of their inquiry, and the topics that they delve into. Regular feedback and self-assessment are vital parts of the curriculum that are in place for an emancipated classroom. They are taught to think about their learning, write their ideas, and correct their path of learning. The evaluation process should be impartial, emphasizing how the students can improve rather than merely assigning grades. This kind of teaching takes the project-self-assessment approach. The emancipated curriculum matches the basic educational philosophy of the student-centered educational movement. The education that teachers deliver should be about enthusiasm for learning, creativity in thinking, and the nature of teaching that fosters lifelong learners who can accommodate the changing world. This application is considered to be a response to the narrowness of most traditional, standardized educational models. A freer, non-restricted curriculum is one of the education models and 21st-century learning while connecting them to a common cause, namely student-centered, relevant, and innovative pedagogical strategies that provide the students with the tools to deal with the challenges and opportunities of the 21st century. They aspire to teach students the skills, attitudes, and knowledge that ensure that they are successful in the current global environment, which is always changing.

Assessment models that high school students experience in the EFL classroom include student self-assessment, performance-based assessment,

classroom diagnostic assessment, teacher grading, and teacher supervision. Teacher and informal interactive assessment usually conducted by the teacher is a performance-based assessment (Gan et al., 2019). (Gan et al., 2019) also stated that informal interactive evaluations and student self-assessment were also found to be the greatest indicators of students' intrinsic motivation and positive attitudes about EFL. Additionally, (Masruria et al., 2021) informal interactive assessment can be done through spontaneous questions, teacher observations, etc. While students' self-assessment can be done through self-discovery, development and demonstration of skills. Assessment is important to inform and improve teacher instruction and student learning (Cowie, 1999). Through assessment, teachers can determine students' learning skills (Susilo, 2021). By conducting assessments accurately and appropriately, learners can also classify and group students based on their abilities, provide feedback on student learning outcomes, and determine methods appropriate learning (Tosuncuoglu, 2018). The principles of learning and assessment are part of the initial curriculum framework, which addresses the national process and standards for assessing educational standards (Hadi et al., 2023). Nowadays, most of schools are using Emacipated curriculum, especially in Junior High School. Besides that, the assessment is a must for teacher to give attention to student's learning performance, attitudes in the class, and the lesson's result. The feedbacks and comments from teacher to student is needed due to convince and make students aware to correct what is wrong with their leaning process. The teacher should design the assessment rubric correctly to analyze and find several lacks of student's learning process.

Indonesian learning conditions in 2020 will be held simultaneously online due to COVID-19. All levels of school, from kindergarten, elementary school, middle school, high school, college, experienced the negative impact of COVID-19 at that time. Many learning materials also depend on Google and other learning websites. Meanwhile, teachers or other teaching staff who want to carry out assessments must adapt to online conditions at that time. The results of the assessment are proof of success for both the individual and the institution (Masruria, 2021). According to (Azzahra, 2020), said that assessment and evaluation of learning can be carried out at each location using remote assessment methods to comply with social distancing and physical distancing. Implementing assessments in Indonesia during COVID-19 is a challenge for teachers and educational staff in Indonesia who only depend on the results of online assignment submissions and discipline when conducting online video conferences. This is different from face-to-face meetings where teachers can directly monitor and find out students' learning performance in class. In essence, teachers must be able to adapt to online media for carrying out assessments in Indonesia during COVID-19.

Expectations of teaching materials in the Emancipated Curriculum should be based on student needs. Learning material that is fun and makes students understand better and able to digest the material well will certainly make students comfortable when undergoing the learning process in class. However, in reality, the teaching materials provided by teachers or existing ones still do not accommodate students' learning styles well, so that the assessments given to students are still not carried out in a structured manner. With differentiated assessment coupled with learning styles for each student, it should be easier for teachers to provide

assessments to students. By using this method, teachers are able to group each student's learning style with assessments that are appropriate for their abilities. For example, student A is more inclined or understands better using pictures or videos to explain the material, then this student must be assessed in terms of speaking, while student B prefers learning by listening to explanations from the teacher or audio and then taking notes on important things, then the student must assess in terms of writing. Based on all these things, the teacher must group the students' assessments based on learning style. From expectations regarding differentiated assessment and learning styles, it is hoped that teachers will be able to create assessments of students in a structured and non-monotonous manner. Apart from that, this can avoid a class where students have various learning styles from being combined into one class. The teaching material provided by the teacher will be made easier by grouping differentiated assessments of each student's learning style.

In this study, the researcher chooses one junior high school in Sukasada area as a place for research. According from the headmaster of its school, the school has implemented Emancipated curriculum in seventh grade and eighth grade, while the ninth grade is still not implementing the Emancipated curriculum. The researcher done preliminary research instruments, such as interview and observation. The interview that the researcher do is with English teacher who teach seventh grade. From the interview that has been done, the following are there several results that the researcher gets:

- In general, the characteristics of the vocabulary of seventh grade students are still very lacking because some of them have not received English subjects since they were in elementary school, therefore the English teacher

demands students to study more actively in vocabulary so that they have more insight into vocabulary in English. Apart from that, the characteristics of seventh grade students are their curiosity is very high, such as that they often ask their teachers about words and sentences that they don't understand and sometimes they also look for the meaning of words that they think are difficult through online dictionaries.

- Their need in learning English is to know what verbs, nouns, tenses, vocabulary and basic English are like.
- The competency needed by students to learn English well is that they are able to use English in everyday life, especially in terms of communication. In this case, speaking techniques are very important to practice for seventh grade in a basic (not complex) manner in English lessons according to the English teacher at this time.
- English learning objectives that are designed by the teacher to achieve learning outcomes, one of which is that they can introduce themselves using English and know more about their identity such as name, address, date of birth, and they also learned about numbers.
- There are not too many modules, books or learning resources used by teachers to help the English learning process in class because the books used are Erlangga and have implemented the Emancipated curriculum as well so that the learning outcomes are appropriate and there are also many exercises in the book. However, the teacher explained that in teaching, he used several media and applications used in the digital-based classroom learning process



such as Canva, PowerPoint, Live worksheets, and Google forms used for assessment.

- In 21st Century learning, the teacher revealed that he uses more problem-based learning coupled with discovery learning. Students will find out for themselves how to solve a problem in class, especially in English learning materials.
- The way teachers teach and students learn in class using 21st Century Learning methods is that teachers reduce lectures and apply more teaching actions. Teachers also reduce grammar because it will be very difficult for seventh grade students. In this case, seventh grade students will have more activities or be more active compared to teachers who only act as facilitators in class (Student-Centered). Students also use technology more often such as chrome books which have been provided by the school, the internet is adequate so that both parties (teachers and students) are given ease in accessing applications and using learning media.
- The assessment techniques that teachers often use in the classroom learning process are summative and formative assessment. Teachers use summative assessment which is carried out at the end of learning, while formative assessment is carried out for one learning objective. For seventh grade in learning English, teachers more often use formative assessment with the oral method. Teachers measure students' abilities by asking questions directly, explaining the material that has been provided by the teacher or in other words giving instructions to students to provide conclusions about the day's learning. At the beginning of the lesson, the teacher also gives a reminder

about the material that was explained in the previous meeting. Apart from that, the teacher uses a Google form aimed at students to answer questions about the learning material being discussed. Because there are several learning objectives in class, the assessment process carried out by the teacher will be more of a formative assessment. In English, teachers take two formative assessments, namely oral and quizzes, and one summative assessment, namely quizzes.

- Using authentic assessment in grade 7 is considered too difficult, therefore teachers use observation techniques on their students' learning performance. Projects and journals have not yet been implemented by teachers, but the projects that will be given in the future for Authentic Assessment are in the form of their daily routine and journaling is still considered too heavy for grade 7 students.
- The obstacle that teachers often encounter when implementing authentic assessment is the difficulty in guiding all students in one class, which on average number 30 to 33 students, so that teachers are overwhelmed in guiding and facilitating students, because one student really has to comply with the guidance.
- The stages carried out in providing assessments or results to students are looking at the students' activeness during class, looking at the results of the formative assessment, such as whether the students have mastered or are able to understand one material or one learning objective, then continuing with the summative assessment, namely assessing the students' ability to answer questions or grades from quizzes given by the teacher.

- The assessment instrument used in providing assessments is an assessment rubric in the English language aspect, one of which is speaking skills, namely assessing how they speak, how their vocabulary is, how their pronunciation is, etc.
- Regarding the feedback and comments given, the teacher always provides feedback in every lesson, even before and after class, such as asking how students are doing and feeling today, giving reminders about material that has been explained in previous meetings, and providing conclusions at the end of the class hour about the material that has been explained by the teacher, so that it is easy to provide feedback, which can be seen from the students' attitudes during the class itself. Regarding comments, the teacher also asks students to provide comments or explanations about what their friends' work is like. For example, when students come forward and explain, other students will comment on what needs to be improved, what is wrong, and what is good. Apart from that, the teacher applies two-way comments, in which students are also allowed to provide feedback or comments to the teacher about how to teach, what the teacher's explanation style is in explaining the material, and so on.
- Of course, by providing feedback, it helps students improve their learning abilities. It is very important for teachers to provide feedback to students because it also stimulates students' enthusiasm for learning. Apart from that, feedback also provides motivation for students to be able to correct mistakes made during learning and also so that students know where their abilities are lacking.

- The technology used to carry out assessments in formative assessments is: teachers use Google Forms, mini quizzes, live worksheets, and do it online. Meanwhile, in summative assessments, the teacher provides printed-out material questions. Apart from that, the teacher also held presentations made by students in the form of PowerPoint and Canva.

Apart from the interview, the researcher also observes the class to see how the teacher implements the class learning process. From the start, all students greet their teacher, and the teacher greets all students back. The teacher does brainstorm by giving a reminder of the last meeting discussion and discussing it together. Based on the observations that the researcher made, the teacher explained the material about parts of the body using the Canva PowerPoint application. Furthermore, teachers conduct two quizzes using Canva PowerPoint and the Quizizz application. Then, all students were commanded to take the quiz using Chromebooks.

After the interview with the teacher and observation in the class, the researcher also conducts an interview with several students. There are four students in the interview. They said that they often use Chromebooks as a medium in the English learning process. To support the learning process, students often answer the questions given by the teacher through Canva PowerPoint and Quizizz. The project that the teacher gave to students is Pancasila Profile, which is about giving an opinion, creating a poster, and editing through the Canva application. For the discussions that are often held in the classroom, teachers command students to present the learning material in front of the class. The way the teacher gives assessments is through an interactive classroom and question-and-answer. Teachers also provide feedback or corrections if students answer questions wrong. Teachers

also provide assignments that have been assessed so that students can better understand the material and are required to study harder. Written feedback, criticism, and suggestions are very useful for students because they will understand where their mistakes are, what needs to be improved, and the feedback the teacher provides.

Important keys to assessment are giving and receiving feedback from both learners and educators. The crucial factors in assessment should be aligned with clear and measurable learning objectives, so students should understand what is expected of them and what they are supposed to achieve and use a variety of assessment methods to capture different aspects of learning that include tests, quizzes, projects, presentations, group work, and practical demonstrations. Without assessments, the students will be confused, will not know the direction of the learning objectives that the teacher wants to achieve, and will repeat the same mistake again. Therefore, assessment is a crucial factor in developing a structured learning process.

The research explores the implementation of an emancipated curriculum and differentiated assessment instruments in junior high school. It examines the teacher's design of rubrics, assessment types, feedback, and 21st-century learning approaches. The study also examines the Merdeka Curriculum and 7th grade subjects, focusing on problem-based, project-based, and discovery-based learning. The study also considers student statements to understand the teacher's learning process. The emancipated curriculum and differentiated assessment instruments are crucial for effective learning in junior high schools.

## 1.2 Problem Identification

The problem from research background above is the implementation of differentiated assessment instrument in Emancipated curriculum of 7<sup>th</sup> grade junior high school students. The following problem are:

1. The ability of 7<sup>th</sup> grade junior high school students in English is still very poor. Their vocabulary is still less. Because students do not receive proper English learning in elementary school.
2. The teacher cannot optimally implement the 21<sup>st</sup> century learning methods in the teaching and learning process because the teacher found that it is difficult to implement the 21<sup>st</sup> century learning method, especially PjBL in grade 7.
3. The teacher found that it is difficult to implement differentiated assessment in the learning process which requires the teacher to prepare various learning media, learning material, assessment instrument, as well as learning methods.
4. In carrying out the assessment, the teacher only focuses on assessing students' cognitive abilities. Assessments to train students' performance and skills are still not optimal. Apart from that, teachers focus more on results and are still less than optimal in assessing students in the learning process.

## 1.3 Problem Limitation

This study focuses on creating a differentiated assessment instrument in the Emancipated Curriculum based on learning style and learning objectives for 7<sup>th</sup> grade junior high school students that may be utilized in English classes. The rubric

was created based on the learning objectives, four learning styles, and assessment modalities utilized for differentiated evaluation of the product.

#### 1.4 Research Questions

1. What are the needs of students and teachers in designing and developing an instrument as a differentiated assessment in English subjects in Emancipated Curriculum to assess seventh-grade of junior high school students?
2. How to design and develop an instrument as a differentiated assessment in English subjects in Merdeka Curriculum to assess seventh-grade of junior high school students?
3. How does the quality of the differentiated assessment in English subjects in Merdeka Curriculum to assess seventh-grade of junior high school students?

#### 1.5 Research Objective

1. To find out the needs in designing differentiated assessment, especially for English language subjects in the Emancipated curriculum for assessing 7<sup>th</sup> grade junior high school students.
2. To develop differentiated assessment in English subjects in the Emancipated for assessing 7<sup>th</sup> grade junior high school students.
3. To find out the quality of developing differentiated assessment in the Emancipated curriculum for assessing 7<sup>th</sup> grade junior high school students.

#### 1.6 Research Significant

This discovery has two significant research implications:

1. Theoretical significance:

This study is intended to serve as a guideline for future researchers conducting similar research and to favorably contribute to knowledge growth, particularly in the creation of differentiated evaluation instruments to assess pupils.

## 2. Practical significance:

- Students will benefit from diverse evaluations in the Emancipated curriculum to enhance their English learning experience by using differentiated assessment instrument.
- Teachers are required to have deeper knowledge and provide varied evaluations in the Emancipated curriculum by using differentiated assessment instrument.
- This research will serve as a reference for other researchers working on establishing a differentiated evaluation tool in conducting differentiated assessment instrument.

