

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

As time goes by, education in Indonesia is always changing. The curriculum has an important role that guides the progress of education in a country, which starts from the realm of understanding concepts to implementation in the field (Dhomiri, 2023). When it comes to curriculum, it is always about assessment. Assessment is often associated with systematic activities to determine the development and abilities of children. (Nisrokha, 2018). Assessment not only refers to students' ability to proceed to a more difficult stage, but can provide an overview of students' abilities and as a tool to determine their weaknesses (Naf'iah et al., 2023). Seeing the development of the curriculum in Indonesia, the government must have developed an assessment that suits the needs of students and teachers. (Amini & Fitria. Y, 2019). In Curriculum 2013, the government focuses on insights, skills on student character (Susanti et al., 2023). This ability can be seen through report card scores, which can be a benchmark for whether students can advance or stay in class. On the other hand, Emancipated Curriculum prioritizes the application of intracurricular learning models and the implementation of conditionally open learning (Susanti et al., 2023).

Existing assessments in Indonesia are partially aligned with the assessments in the curriculum (Andayani & Madani, 2023). With this assessment, students have several positive impacts including increased learning achievement by providing

feedback at the end of learning and during learning. Providing motivation to students which is useful for improving student achievement in subjects that students like. In addition, this curriculum change has an impact on improving student learning. Where at this time, teachers can help students to find out what deficiencies exist in these students which will improve student abilities in a sustainable manner. To find out the shortcomings of students, the teacher must conduct a diagnostic assessment. This assessment focuses on finding out the shortcomings of students and helps teachers to create subject matter with students' abilities. However, this assessment has not been evenly carried out in schools. In fact, there are only a few schools that carry out this assessment and there are also schools that carry out this assessment at the beginning without continuing its implementation.

In the research conducted previously, the author found gaps in the research. This can be seen when the previous researcher only focused on assessments based on learning methods. In this research, the author focuses on creating an assessment based on students' learning style. This is based on the fact that each student has a different learning style and this learning style is very important for the continuity of student learning activities (Kapitariyani & Sudimantara, 2023). However, there are several cases that find that teachers do not explore students' learning styles which results in students not understanding the learning provided. This assessment not only has an impact on students, but can also improve teaching strategies carried out by teachers in the classroom. In the emancipated curriculum, there are two assessments used by the government, namely formative assessment and summative assessment (Yusri et al., 2019). In addition to these two assessments, teachers also use diagnostic assessments as an initial stage to determine students' learning styles,

learning models that are suitable for students' abilities which will have an impact on the teacher's strategy in creating learning materials (Mardiana et al., 2021)

The Emancipated Curriculum introduced in Indonesia is undergoing phased implementation starting in 2021, with an initial focus on Driving Schools in 111 districts. In 2022, the Independent Curriculum for Independent Pathways will be introduced. Based on data from Kemdikbudristi and the Center for Curriculum and Learning Culture, nearly 70 percent of education units nationwide have adopted the Independent Curriculum through various programs, such as the Driving School Program, the Center for Excellence Vocational High School, and the Independent Pathway Implementation (Kementerian Pendidikan dan Kebudayaan, 2023a). Mapping this assessment system is important given that the implementation of the independent curriculum will continue to increase every year. As most education systems move to the Independent Curriculum, it is important to ensure that the grading and assessment mechanisms are aligned with the principles and objectives of the curriculum. The research as a whole will explore alternative assessment methods that effectively measure students' character development, ensuring a comprehensive evaluation aligned with the curriculum objectives. In the short term, the research is expected to analyze as close to reality as possible how assessment systems contribute to continuous improvement, providing valuable insights for educators, policy makers and curriculum designers.

Overall, it can be seen that understanding the assessment system helps students and parents make informed decisions regarding educational pathways and career choices. Clear assessment criteria provide insight into students' strengths and weaknesses, allowing them to adjust their learning strategies. A well-defined

assessment system increases transparency in evaluating student performance. This transparency builds trust between educational institutions, students and parents, thus fostering a sense of accountability in the education system. Knowledge of the assessment system enables teachers to design and implement effective teaching strategies aligned with curriculum objectives (Cholilah, 2023). It allows them to tailor assessments to students' needs, thus promoting a more personalized and impactful learning experience.

Understanding the assessment system helps teachers identify areas of improvement in their teaching methods. This, in turn, contributes to ongoing professional development and refinement of teaching approaches to better meet students' needs. Clarity of the assessment system helps schools to allocate resources effectively. Schools can identify areas where additional support or intervention may be needed, thus ensuring a more efficient use of resources (Fadil et al., 2023). An educated public will be better equipped to engage in discussions and decision-making regarding education policy. Understanding the assessment system empowers the general public to participate in discussions about the quality and effectiveness of Merdeka Curriculum.

Such understanding is what this research aims to achieve because the assessment system can contribute to improving education policy, any real and evidence-based insights gained from this research can help all stakeholders in the education system to understand how assessments can be aligned with curriculum objectives to policy adjustments that improve the overall effectiveness of Merdeka Curriculum and even its success in the near and long term. Clear communication about the assessment system fosters public awareness and understanding of the

Merdeka Curriculum (Putri et al., 2023). This, in turn, builds confidence in the fairness and effectiveness of the curriculum in the early stages of implementation such as the present and the next few years. Over time, a well-understood and refined assessment system will form a quality assurance framework. This framework helps maintain and improve the overall quality of education under the Merdeka Curriculum.

Data from assessment informs policymakers of areas that may require refinement, thus ensuring the curriculum evolves to meet changing educational needs. In the long run, this lays the foundation for continuous improvement, adaptability, global competitiveness and enduring community trust, thus contributing to the curriculum's continued success as a public policy. The author plans to interview Grade 9 English teachers and students, conduct classroom observations, and analyze teaching modules and syllabi. The aim is to identify the challenges faced by English teachers, particularly during diagnostic assessment. This research seeks to provide assistance and solutions for teachers in the assessment process.

## **1.2 Problem Identification**

Based on the initial observation, the author found problems in the assessment process carried out at the target school. First, the implementation of diagnostic assessment was observed to be not optimal where teachers only focused on the final results of students as a whole. Second, the assessment process seems monotonous because it only applies formative and summative assessments in the form of multiple choice and essay. This makes students bored and less likely to

explore new things that teachers can include in the assessment. Third, the lack of textbooks requires students to share with their peers. This can interfere with student concentration when receiving learning which has an impact on students. By looking at the problems above, the author can conclude that the assessment that occurs in this school is not in accordance with the assessment in the emancipated curriculum. It is very important to assist teachers in developing assessments that are in accordance with students' learning styles. In addition, this assessment will be made based on the learning methods used in the school emancipated curriculum.

### **1.3 Problem Limitations**

There are problem limitations to the research to focus researchers on the issues discussed above. This research will focus on the development of differentiated assessment instruments in junior high schools in Singajara Regency, especially in grade nine semester one. The instrument that will be prepared can be use in online and offline learning. This assessment instrument will be made in accordance with the learning methods applied at school such as: Problem-Based Learning, Project-Based Learning, and Discovery Learning.

### **1.4 Research Questions**

Based on the phenomena described above, the author found questions for this research. The questions consist of:

1. What are the needs of students during learning and the needs of teachers in designing and developing differentiated assessments in English language learning in the emancipation curriculum for grade 9<sup>th</sup> in semester 1?
2. How to design and develop differentiated assessment in English courses in emancipated curriculum for 9<sup>th</sup> grade junior high school in semester 1?
3. How does the quality of differentiated assessment on emancipated curriculum for 9<sup>th</sup> grade junior high school in semester 1?

### **1.5 Research Objectives**

Based on the research questions described above, this research has the following objectives:

1. To find out the needs of students during learning and to find out the needs of teachers in designing and developing different assessments in English subjects for grade 9<sup>th</sup> junior high school semester 1.
2. To design and develop differentiated assessment in English courses for junior high school grade 9<sup>th</sup> semester 1.
3. To find out the quality of differentiated assessment in emancipated curriculum for grade 9 junior high school semester 1.

### **1.6 Significance of the Study**

In this research, there are two research significance that are expected to be achieved in this research. the significance consists of theoretical and practical.

1. Theoretical

In this section, the theoretical significance of this research is expected to be a guide for researchers who will conduct similar research. This research will contribute to increasing knowledge and skills, especially in developing differentiated assessment instruments in the Emancipated Curriculum, especially at the ninth-grade junior high school level in semester one.

## 2. Practical

### 2.1 For Teacher

This research is very meaningful for teacher. By conducting this research, it is expected to help teacher in the knowledge of creating and applying instrument assessment differentiated in emancipated curriculum. This will help teachers to evaluate students' learning stage during the learning process and not only focus on their final achievement, but also on the learners' overall progress.

### 2.2 For Student

This research is useful for students because it can help students to find out learning outcomes through assessments made by teachers using differentiated assessment. In addition, this research is also useful for knowing the strengths and weaknesses of students in the English learning process.

### 2.3 For Another Researchers

The preparation of this research is expected as a reference in making similar research topics and also be a reference for another research.



## 1.7 The Expected Specifications of the Product

This development research results in a product with the following description:

- 1.7.1 The development of this book is offered in accordance with the Emancipated Curriculum and adapted to existing learning styles. This can help teachers provide activities that match each student's learning style to determine student understanding of certain material.
- 1.7.2 The assessment instrument is a book that already contains activities, assessment instruments and answer keys. This book also offers learning based on the learning methods used in Emancipated Curriculum, namely Problem-Based Learning, Project-Based Learning, and Discovery Learning.

## 1.8 Assumption and Limitation of the Development

The development of this assessment instrument is based on the following assumptions:

- a. This product is multifunctional as it can be used in both online and offline learning situations.
- b. This product is packaged attractively and is expected to increase students' learning motivation.
- c. This product is a combination of technology and education that produces innovations to simplify the learning process.

The limitation of the development of this assessment instrument is that in its application, this assessment instrument requires costs in its implementation, namely internet data packages.

