

CHAPTER I

INTRODUCTION

1.1 Research Background

In education field, assessment has an important role in assessing the abilities and obstacles that exist at a certain time, as well as identifying what is really needed for the learning process. Additionally, assessments can improve teaching effectiveness and produce better understanding from students over time (Evedi, 2020). Assessment also has an insight to evaluate the outcomes from the learning process (Brown & Abeywickrama, 2020). Based on the study of Nurhaifa, Hamdu, & Suryana (2020) assessment is a series of processes that take place continuously and involve various methodological techniques. Every time a student responds to a question, makes a comment, or tries to use a new word or structure, the teacher is automatically assessing the student's performance.

The goal of the Indonesian education system, which is based on Law Number 20 of 2003, is to ensure that education not only focuses on improving individuals' intellectual capacity but also stresses the construction of personality and character. This is done in order to raise a generation of citizens whose character reflects the lofty principles of the nation's culture and religion. The Republic of Indonesia's Ministry of Education and Culture, Nadiem Makarim, has introduced a new curriculum known as the MBKM or Emancipated Curriculum. This program is intended to support the vision of achieving an advanced, independent, sovereign, and personality-oriented Indonesia by developing 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, 2021). This suggests that the educational process has a long-term purpose of influencing attitudes, growing intellectual capacity, and sharpening abilities in accordance with current demands (Subrata & Rai, 2019). The Emancipated Curriculum also encourages students' efforts to study, explore information, and develop personal experiences (Ellen & Sudimantara, 2023).

The Emancipated Curriculum's focus on real-world applicability is particularly crucial in today's fast-paced and ever-changing global environment. The learning approach focuses on the students and provides them with challenges and chances to develop character, creativity, and independence via experiences dealing with real-world difficulties in the workplace and society (Apoko, Handayani, Hanif, & Hendriana, 2022). By integrating practical experiences with academic learning, students are not only gaining knowledge but also learning how to apply it in meaningful ways. This hands-on approach helps students understand the relevance of their education, making them more engaged and motivated learners. As they work on projects that solve actual problems in their communities or simulate workplace scenarios, students develop a sense of responsibility and gain confidence in their abilities to make a difference (Soekarman, 2022).

Furthermore, this curriculum emphasizes the importance of character building alongside academic and practical skills. Students are encouraged to develop qualities such as empathy, perseverance, and ethical judgment, which are essential for personal and professional success. Through collaborative projects and community-based learning, they learn to work effectively with others, respect diverse perspectives, and contribute to the greater good. This comprehensive approach ensures that graduates are not only well-versed in their respective fields but also equipped with the soft skills necessary to navigate and lead in a complex, interconnected world. The Emancipated Curriculum, therefore, represents a holistic educational strategy that prepares Indonesian students to thrive in all aspects of life (Subrata & Rai, 2019).

Assessment plays a pivotal role in the Emancipated Curriculum, serving as a vital tool to gauge the achievement of learning outcomes at each stage. Unlike traditional assessment methods that often rely solely on exams and standardized tests, the Emancipated Curriculum integrates assessment into the entire learning process. This approach allows for continuous monitoring and feedback, enabling students, teachers, and parents to understand progress in real-time. Purnawanto (2022) emphasizes that this integrated assessment system provides comprehensive information that guides all stakeholders in making informed decisions about the next

steps in the educational journey.

The Emancipated Curriculum also incorporates assessments that are comprehensive, encompassing a diverse set of abilities and competences. This encompasses not only cognitive aptitudes but also emotional and social maturation (Ellen et al., 2023). For example, students could be evaluated based on their aptitude for cooperative work on assignments, their innovative approach to addressing problems, and their proficiency in applying theoretical concepts to real-life situations. The inclusion of many assessment criteria ensures that students are progressing in a comprehensive manner, rather than being evaluated exclusively based on their academic achievements.

The input obtained from these assessments is vital for ongoing enhancement. It provides students with valuable information about their strengths and areas that require improvement, promoting a mindset focused on personal growth. Teachers utilize this feedback to customize their educational approaches to address the requirements of their students more effectively, guaranteeing that every learner receives the necessary assistance to achieve success. Parents also derive advantages from comprehending their child's growth, as it enables them to offer essential assistance at home and become more engaged in their child's education (Soekarman, 2022).

Teachers play a crucial role in the Emancipated Curriculum by conducting assessments that are tailored to meet the needs of each student. These assessments are aligned with the learning objectives to ensure they accurately reflect the desired educational outcomes. According to GH, Sadriani, and Adminira (2023), it is essential for teachers to have a deep understanding of their students' developmental stages and learning styles. This knowledge allows them to implement appropriate strategies that support each student in reaching their full potential. By customizing assessments to fit individual needs, teachers can provide more effective and personalized instruction. The preparation of assessments in the Emancipated Curriculum emphasizes fairness, proportionality, validity, and reliability. Purnawanto (2022) notes that these qualities are vital for accurately depicting students' learning

progress and for making informed decisions about subsequent educational steps. Fair assessments ensure that every student has an equal opportunity to demonstrate their knowledge and skills. Proportionality ensures that assessments are balanced and reflective of the curriculum's scope. Validity guarantees that the assessments measure what they are intended to measure, and reliability ensures consistent results over time and across different contexts.

The success of assessment in the learning context is very important and can be observed through the objectives and functions of the assessment, as well as within the framework of the learning system itself. In addition, the learning environment in the classroom must be interesting and activity-oriented, which is adapted to students' learning styles, so that students can benefit from these learning activities (Nurhayati & Ahmad, 2018). Good assessments can trigger students' motivation to learn and help them achieve optimal learning outcomes by optimizing their potential. Good learning quality can be reflected through the quality of the assessment, and conversely, the quality of the assessment can reflect the extent to which the quality of learning occurs (Darwin et al., 2023). In other words, assessments are used to assess the extent to which students can achieve the required level of competency, and also provide direct feedback to students. Therefore, the assessment carried out must carefully examine the student's abilities as seen from the learning process and activities that have been carried out.

Differentiated assessments are a set of tools and strategies designed to accommodate the diverse needs and learning styles of students. These assessments are an ongoing process that involves gathering data from multiple sources before, during, and after instruction to identify students' strengths, weaknesses, and learning profiles (Marlina et al, 2023). The goal of differentiated assessments is to provide a comprehensive understanding of each student's readiness, interests, and learning preferences, enabling teachers to tailor their instruction to meet individual needs effectively. This approach ensures that students are engaged and motivated, leading to better academic performance and increased student confidence and competence in learning (Pasira, 2022).

Differentiated assessments also help teachers tailor their instruction to meet individual needs. By recognizing and understanding students' unique characteristics and learning styles, teachers can design lessons that accommodate these differences (Marlina et al, 2023). This includes using flexible grouping, tiered assignments, and modifications to the learning environment. These strategies have been shown to improve student engagement and motivation, leading to higher levels of academic achievement and better overall educational outcomes. Another significant benefit of differentiated assessments is their ability to provide immediate feedback to both teachers and learners (Pasira, 2022). This feedback is essential in accelerating learning and addressing any gaps in knowledge. By incorporating various assessment tools, teachers can continually evaluate student progress and make necessary adjustments to their instruction. This ongoing evaluation process ensures that students receive the support they need to succeed and that teachers refine their instructional methods to better meet student needs (Kaur, Noman, and Awang-Hashim, 2019).

Previous study has also been undertaken on the assessments that teachers conduct during the learning process. Teachers play a crucial role in the Emancipated Curriculum by conducting assessments that are tailored to meet the needs of each student. These assessments are aligned with the learning objectives to ensure they accurately reflect the desired educational outcomes. According to GH, Sadriani, and Adminira (2023), it is essential for teachers to have a deep understanding of their students' developmental stages and learning styles. This knowledge allows them to implement appropriate strategies that support each student in reaching their full potential. By customizing assessments to fit individual needs, teachers can provide more effective and personalized instruction. Research by Darwin et al. (2023) and Andayani & Madani (2023) has shown that assessments allow teachers to identify students' strengths and weaknesses systematically. These qualitative studies highlight how teachers can use assessment data to develop more effective teaching tactics and guide students' learning efforts towards areas that require improvement. Additionally, assessments enable students to reflect on their learning progress, providing valuable feedback that helps them self-monitor and discover areas for improvement. This holistic approach ensures that assessments not only focus on knowledge and skills but

also on attitudes and values that are integral to student development.

Despite the benefits of tailored assessments, research by Kaur, Noman, and Awang-Hashim (2019) indicates that many teachers struggle to implement differentiated assessments effectively. Their study, which involved email sampling and classroom invitations, found that teachers often lack the resources and training needed to apply differentiated assessment techniques widely. This gap is further compounded by the absence of school-level policies supporting assessment differentiation, leading to resistance from parents and school administrations regarding the acceptance of diverse assessment methods. Consequently, teachers face significant challenges in providing assessments that cater to the varied needs of their students. Moreover, teachers encounter several obstacles in designing assessments that align with the Emancipated Curriculum. One of the main challenges is a lack of understanding of how to create effective assessments. Research conducted in Buleleng Regency's public schools reveals that teachers often find it difficult to implement the curriculum's assessment strategies due to the diverse characteristics of students in a single class. This diversity makes it challenging for teachers to determine appropriate methods and strategies for assessing each student. These pre-observations highlight the need for additional training and resources to help teachers overcome these obstacles. Addressing these challenges is crucial for the successful implementation of the Emancipated Curriculum, ensuring that all students receive the support they need to thrive.

However, in practice, teachers face numerous obstacles in designing assessments that align with the Emancipated Curriculum. One of the primary challenges is that many teachers lack a clear understanding of how to prepare effective assessments. Field research indicates that teachers often feel confused about how to implement these assessments, and they find the process time-consuming. Additionally, teachers struggle to understand the individual characteristics of each student, making it difficult to design assessments that cater to diverse needs within a single classroom. The diversity of students in one class presents a significant challenge for teachers trying to conduct assessments that suit individual student

needs. This issue is particularly evident in observations conducted at two public schools in Buleleng Regency. These pre-observations reveal that teachers are often unsure about the methods and strategies to use when assessing students according to their unique characteristics and the principles of the Emancipated Curriculum. The variety of learning styles and needs within a single classroom complicates the task of creating fair and effective assessments.

Given these challenges, it is clear that teachers require additional support and resources to implement the Emancipated Curriculum effectively. The research conducted in Buleleng Regency underscores the need for targeted professional development and training that can equip teachers with the necessary skills and knowledge. By addressing these gaps, teachers can become more confident in designing and executing assessments that meet the curriculum's standards and cater to their students' diverse needs.

1.2 Problem Identification

Based on the background explained above, problem identification is as follows:

- 1) Many teachers are not familiar with the principles and practices of differentiated assessments, which aim to cater to the diverse learning needs, styles, and abilities of students.
- 2) Aligning differentiated assessments with established curriculum standards presents another significant challenge. Assessments must not only address the varied learning needs of students but also align with the academic standards and learning objectives for the 11th-grade curriculum.
- 3) Teachers still have difficulty designing assessments that meet the standards of the Emancipated Curriculum. This challenge is compounded by the potentially long process required to develop and implement these assessments effectively.
- 4) Teachers face difficulties in choosing appropriate strategies and methods to evaluate students through assessments that foster competencies meeting global diversity and needs.

1.3 Limitation of the Problem

Problem limitation is used to ensure the discussion and analysis to focus on certain problem and does not deviate from its path. From this research, will have a limitation to develop an authentic assessment rubric for XI High School. This rubric will be designed to the student based on their characteristic and learning needs. This rubric also will be develop based on emancipated curriculum to support the realization and implementation an independent learning.

1.4 Research Questions

1. What are the specific educational needs of both students and teachers regarding differentiated assessments in the context of 11th-grade high school education?
2. How can a differentiated instruments assessment for 11th-grade high school students be designed while using the Emancipated Curriculum?
3. What is the quality of the established differentiated instruments evaluation for 11th-grade high school students?

1.5 Research Objectives

1. To determine student needs related to the development of differentiated assessment that are in accordance with The Emancipated Curriculum.
2. To develop a differentiated assessment based on teaching methods that integrate the Emancipated curriculum within it.
3. To assess the quality of the differentiated assessment created for 11th-grade high school students.

1.6 Significance of Study

1.6.1 Theoretical

The learning process cannot be separated from students' developmental achievements. Students' developmental achievements in the learning context produce data that provides an overview of them (Hikmah, 2021). Therefore, assessment is considered a complex evaluation process in the learning context. A quality educator continually

evaluates his students, whether it is done unexpectedly or intentionally (Darwin et al., 2023).

1.6.2 Practical

1. For Teacher

This research is expected to assist teachers in understanding differentiated assessment procedures. Moreover, it is hoped that teachers will be able to implement this differentiated assessment rubric into their teaching processes, thereby achieving the intended learning objectives more effectively. Additionally, teachers are encouraged to innovate in designing and developing differentiated assessment rubrics tailored to students' needs. This differentiated assessment rubric also greatly aids teachers in comprehending which aspects are being evaluated throughout the learning process.

2. For Students

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

3. For Other Researcher

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