



Putu Rima Maharani<sup>1</sup>  
 Putu Kerti Nitiasih<sup>2</sup>  
 Ni Wayan Surya  
 Mahayanti<sup>3</sup>

## DIFFERENTIATED ASSESSMENT INSTRUMENT: A DEVELOPMENT STUDY (A CASE STUDY OF GRADE XI STUDENTS IN THE FIRST SEMESTER OF SENIOR HIGH SCHOOL)

### Abstrak

Penelitian ini berfokus pada pengembangan instrumen penilaian yang dibedakan untuk siswa kelas 11 pada semester pertama sekolah menengah atas, yang selaras dengan Kurikulum Emansipasi. Masalah yang dibahas dalam penelitian ini adalah tantangan yang dihadapi guru dalam merancang penilaian yang mengakomodasi beragam gaya belajar—visual, auditori, baca/tulis, dan kinestetik—sambil menyelaraskan dengan standar kurikulum. Tujuan dari penelitian ini adalah untuk mengembangkan alat penilaian yang praktis dan disesuaikan yang memenuhi berbagai kebutuhan siswa dan meningkatkan efektivitas pengajaran. Dengan memanfaatkan model Desain dan Pengembangan (DnD) oleh Richey dan Klein (2007), penelitian ini melibatkan analisis kebutuhan melalui wawancara, kuesioner, dan analisis dokumen di sekolah menengah atas terpilih di Buleleng, Bali. Penelitian ini mengadopsi pendekatan metode campuran, dengan data kuantitatif dianalisis menggunakan statistik deskriptif, sementara data kualitatif diperiksa melalui analisis tematik berdasarkan wawancara dan observasi kelas. Hasil penelitian menunjukkan bahwa guru merasa sulit untuk menerapkan penilaian yang dibedakan karena preferensi belajar siswa yang beragam dan kurangnya sumber daya. Namun, instrumen penilaian yang dikembangkan dievaluasi sebagai "Baik" oleh validator ahli, dengan saran untuk penyempurnaan lebih lanjut guna mencapai keunggulan. Alat-alat ini menyediakan kerangka kerja praktis bagi guru untuk menerapkan penilaian yang dibedakan yang mendukung pembelajaran yang dipersonalisasi dan selaras dengan Kurikulum Emansipasi.

**Kata Kunci:** Penilaian Yang Berbeda, Kurikulum Emansipasi, Kelas 11, Gaya Belajar, Pembelajaran Yang Dipersonalisasi.

### Abstract

This research focuses on the development of differentiated assessment instruments for 11th-grade students in the first semester of senior high school, aligned with the Emancipation Curriculum. The problem addressed in the study is the challenge teachers face in designing assessments that accommodate diverse learning styles—visual, auditory, read/write, and kinesthetic—while aligning with curriculum standards. The purpose of the study is to develop practical, tailored assessment tools that meet the varied needs of students and enhance the effectiveness of instruction. Utilizing the Design and Development (DnD) model by Richey and Klein (2007), the research involved a needs analysis through interviews, questionnaires, and document analysis at selected high schools in Buleleng, Bali. The study adopted a mixed-methods approach, with quantitative data analyzed using descriptive statistics, while qualitative data was examined through thematic analysis based on interviews and classroom observations. The results showed that teachers found it challenging to implement differentiated assessments due to the diverse learning preferences of students and the lack of resources. However, the developed assessment instruments were evaluated as "Good" by expert validators, with suggestions for further refinement to achieve excellence. These tools provide a practical framework for teachers to implement differentiated assessments that support personalized learning and align with the Emancipation Curriculum.

<sup>1,2,3</sup>Pendidikan Bahasa Inggris, Universitas Pendidikan Ganesha  
 email: rima.maharani@undiksha.ac.id

**Keywords:** Differentiated Assessments, Emancipation Curriculum, 11th-Grade, Learning Styles, Personalized Learning.

## INTRODUCTION

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 (Evendi, 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 Emancipation Curriculum also encourages students' efforts to study, explore information, and develop personal experiences (Ellen & Sudimantara, 2023).

The Emancipation 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 Emancipation Curriculum, therefore, represents a holistic educational strategy that prepares Indonesian students to thrive in all aspects of life (Subrata & Rai, 2019).

Teachers play a crucial role in the Emancipation 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 Emancipation 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.

In practice, teachers face numerous obstacles in designing assessments that align with the Emancipation 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 Emancipation 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 Emancipation 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.

## METHOD

This research uses four data collection methods and will be interpreted in a table containing data collection instruments and techniques below:

No.	Steps	Data Collection Method	Instruments	Data Sources	Data Analysis
1	Analysis	Interview	Interview Guide	10 <sup>th</sup> grade class English teacher	Qualitative
		Document Analysis	(Various Software)	ATP, modul ajar, module book, handout	Qualitative
		Observation	Observation Sheet	10 <sup>th</sup> grade students & the classroom	Qualitative
		Questionnaire Distribution	Questionnaire Form	10 <sup>th</sup> grade students	Quantitative
2	Design	Expert Judgements	Checklist	-	Quantitative
3	Develop	Expert Judgements	Checklist	-	Quantitative

4	Evaluate	Expert Judgements	Checklist	-	Quantitative
---	----------	-------------------	-----------	---	--------------

**Data Analysis Method**

**Quantitative**

**1) Descriptive Statistics**

Descriptive statistics will be employed to analyze quantitative data collected through Likert scale questionnaires administered to 11th-grade students. This method involves summarizing and presenting numerical data in a clear and meaningful way. Initially, frequencies and percentages will be calculated to understand students' responses to different items on the questionnaire related to their perceptions of differentiated assessments. This analysis will provide an overview of students' attitudes, opinions, and experiences regarding the effectiveness, fairness, and relevance of current assessment practices. Additionally, measures of central tendency (mean, median, mode) and variability (standard deviation) will be computed to examine the distribution and dispersion of responses across various assessment dimensions. By utilizing descriptive statistics, researchers can identify trends, patterns, and areas of concern or improvement in differentiated assessment practices tailored to 11th-grade students.

**2) Student and Teacher Questionnaire**

Student and teacher response questionnaires to identify responses and the practicality of the authentic assesment developed, then summarize the data in the form of percentage results. The formula used to calculate the response questionnaire presentation is as follows:  $AScore(\%) = \frac{\text{The total of score from validator}}{\text{maximum score}} \times 100 \%$

Then, the score results (%) are converted into several response categories to describe the questionnaire results. According to Sudjana (2009), questionnaire response categories can be seen in Table 2.

Table 3. User Reespon Category

Interval Scor Percentage	Response Category
81,25 – 100 %	Very positive
62,5 – 81,25 %	Positive
47,35 – 62,5 %	Less Positive
25 – 47,35 %	Not Positive

**Qualitative**

In the qualitative phase, the research design for developing learning materials based on an emancipated curriculum for 11th-grade of senior high school in the second semester and applies the principles of Miles, Huberman, & Saldana (2014), as follows:

a. Data Collection

The researcher selects appropriate methods for data collection that allow for in- depth exploration of students' perspectives and experiences.

b. Sampling

The researcher uses purposive sampling to select participants who are representative of the 11<sup>th</sup> -grade student population in terms of demographics, academic performance, and interests. The researcher ensures diversity to capture a range of perspectives.

c. Data Analysis

The researcher adopts a systematic approach for analyzing the collected data. This may involve coding the interview transcripts, focus group discussions, survey responses, and observation notes. The researcher identifies recurring themes, patterns, and insights related to the development of learning materials. It is by utilizing techniques such as constant comparison and memo writing to refine the analysis and derive meaningful categories and subcategories.

e. Data Presentation

The researcher presents the research findings in a clear, organized, and comprehensive manner. The researcher uses thematic frameworks to structure the results and include direct quotes or examples from participants to support the findings. The researcher considers using visual aids, such as graphs or charts, to enhance the presentation of quantitative data. Provide a

detailed description of the context, participants, and research process to allow for replication and comparison.

## RESULTS AND DISCUSSION

### Analysis of Teacher's Interview

The interviews with Grade 11 teachers revealed key insights related to learning material and the challenges of implementing differentiated assessments. Both teachers from two different public high schools in Buleleng Regency which are School A and School B emphasized the diversity of students in their classrooms, which presents a significant challenge when trying to tailor assessments to meet individual needs. This diversity includes varying learning styles, abilities, and levels of comprehension among students, making it difficult for teachers to design assessments that are effective for all students. The teachers highlighted that while differentiated assessments are crucial for addressing these differences, the practical implementation is often complex and time-consuming.

Regarding the implementation of the Independent Curriculum, both informants reported that their schools have been following the curriculum for the past three years, starting in late 2021. The curriculum has been rolled out across grades 10 to 12, providing teachers with a new framework for designing assessments. While both teachers acknowledged the benefits of the Independent Curriculum in fostering more student-centered learning, they also pointed out that adapting to the curriculum's demands requires additional time and resources, especially given the diverse student population in each class. This diversity, combined with the relatively recent adoption of the curriculum, poses ongoing challenges for creating effective and individualized assessments.

The responses from teachers at both schools indicate that the Independent Curriculum has been in place for three years, beginning at the end of 2021, and is applied to students in grades 10, 11, and 12. The decision to implement this curriculum across these grades is driven by the goal of creating a more personalized and student-centered learning environment. The curriculum is designed to address the diverse needs of students by focusing on essential content and developing their skills and character. This approach aims to improve the quality of education by aligning it with the specific needs of each school and encouraging students to explore their interests and talents from an early stage.

The reasoning behind the implementation of the Independent Curriculum lies in its emphasis on personalized learning that fosters the individual growth of each student. Teachers emphasized that the curriculum plays a key role in nurturing students' interests and talents by concentrating on fundamental materials and competencies necessary for their development. This approach seeks to better equip students for future challenges by prioritizing competency-based education and character development, moving away from a one-size-fits-all approach. While the curriculum provides clear advantages, its successful implementation requires ongoing adaptations and efforts from teachers to effectively cater to the varying needs of their students.

“ATP telah ada sejak penerapan Kurikulum Merdeka. Guru-guru dapat langsung menerapkan ATP yang sudah ada di setiap kelas. Meskipun belum lengkap, beberapa ATP Modul, handout, textbook dan syllabus sudah tersedia. ATP telah menjadi bagian dari penerapan Kurikulum Merdeka sejak awal, namun implementasinya masih dalam tahap pengembangan, dan belum semua materi pembelajaran seperti modul ajar, handout, dan buku teks mungkin belum sepenuhnya sesuai dengan kurikulum tersebut.” (Teacher of School A)

(ATP has been involved in the implementation of the Independent Curriculum since its inception, but the implementation process is still under development. Perhaps not all learning materials, such as teaching modules, handouts, and textbooks, are fully in accordance with the curriculum. ATP has been part of the implementation of the Independent Curriculum since its inception, but its implementation is still under development, and perhaps not all learning materials, such as teaching modules, handouts, and textbooks, are fully in accordance with the curriculum.) (Teacher of School A)

The interview with the teacher from School A reveals that while the ATP (Learning Achievement Plan) has been integrated into the Independent Curriculum since its introduction, the process remains a work in progress. The teacher acknowledged that some learning materials, such as teaching modules, handouts, and textbooks, may not yet fully align with the

curriculum's requirements. This suggests that while efforts have been made to adapt to the Independent Curriculum, there are still gaps in the availability of resources that completely match its standards. As a result, further development and refinement are necessary to ensure that all instructional materials effectively support the curriculum's goals.

“ATP telah terlibat dalam penerapan Kurikulum Merdeka sejak permulaannya, tetapi proses pelaksanaannya masih dalam proses pengembangan. Mungkin belum semua materi pembelajaran, seperti modul ajar, handout, dan buku teks, sepenuhnya sesuai dengan kurikulum tersebut.” (Teacher of School B)

(ATP has been involved in the implementation of the Independent Curriculum since its inception, but the implementation process is still under development. Perhaps not all learning materials, such as teaching modules, handouts, and textbooks, are fully in accordance with the curriculum.” (Teacher of School B).

The teacher from School B highlighted that while the ATP (Learning Achievement Plan) has been incorporated into the Independent Curriculum since its initial implementation, the process is still evolving. The teacher noted that some learning materials, such as teaching modules, handouts, and textbooks, may not yet fully align with the curriculum's objectives. This indicates that although progress has been made in implementing the curriculum, there are ongoing challenges in ensuring that all educational resources are appropriately adapted. The situation suggests a need for continuous development to fully integrate and align the materials with the curriculum's standards.

### **Differentiated assessment tools for 11th-grade high school students should be developed using the Emancipation Curriculum Design**

In the design phase, the research focused on conceptualizing and outlining the framework for differentiated assessment tools, informed by the analysis. This stage involved establishing criteria for assessment rubrics, defining clear learning objectives, and designing the structure and format for various assessment methods. The researcher created an outline for the differentiated assessment instrument, developing a matrix that includes key components such as topics or units, learning objectives, learning styles, learning outcomes, learning activities, and types of assessment.

The differentiated assessment instrument was crafted to ensure clarity and ease of use for teachers, with language and formatting tailored to facilitate effective implementation in the classroom. The design process involved aligning the assessment components with the Emancipation Curriculum, ensuring that the tools were appropriate for 11th-grade high school students and supported a range of learning activities and assessment types. This approach aimed to provide a comprehensive and adaptable framework that meets diverse educational needs.

### **Development**

The development stage is pivotal for crafting and refining instructional materials that support differentiated assessment practices for 11th-grade high school students. This phase focuses on adapting and enhancing existing assessment strategies to align with the Emancipated Curriculum's principles and goals. Central to this stage is the creation of authentic assessment tasks that mirror real-world applications and scenarios, ensuring that the assessments are both relevant and practical for students. The development stage involves a meticulous process, including drafting the differentiated assessment book, integrating various activities, media, and rubrics, and iterating on feedback to refine the content.

Following the completion of the design phase, the development stage begins with translating the finalized blueprint into a tangible product. The blueprint serves as a comprehensive guideline for creating the differentiated assessment book. The process includes drafting the book, incorporating various educational components such as activities and rubrics, receiving feedback from supervisors, and making necessary revisions. The draft is then finalized using design tools like Canva, ensuring that all elements are cohesive and professionally presented. This rigorous development process ensures that the final product effectively supports diverse learning styles and aligns with the specified learning objectives, topics, and assessment methods.

### **The Quality of The Established Differentiated Instruments Evaluation For 11th- Grade High School Students**

The researcher's final step after developing the book was to ensure its quality through a thorough evaluation process. This involved assessing the finished product to verify its effectiveness, accuracy, and alignment with the intended learning objectives and methods. The evaluation aimed to determine whether the book met the required standards and effectively addressed the diverse needs of students, ensuring that it was a valuable and practical tool for differentiated assessment in the classroom.

**Evaluation**

The evaluation phase of the research involved the implementation of the differentiated assessment tools and the collection of feedback from teachers, students, and two expert validators (lecturers). The evaluation process was designed to assess the quality, effectiveness, and practicality of the developed product. The feedback gathered focused on several key dimensions, including the concept of assessment, the completeness of assessment instruments, language clarity, presentation quality, and alignment with subject matter. The 37 questions in the expert judgment sheet provided a comprehensive framework to evaluate these aspects, ensuring that the tools adhered to the necessary educational theories and standards. The feedback received from both the experts and users was critical for identifying strengths and areas of improvement, which further informed the refinement of the product.

The results of the evaluation were analyzed using the Nurkancana and Sunartana (1992) formula to determine the overall quality and effectiveness of the differentiated assessment instruments. This analysis helped quantify the evaluation feedback into a measurable result, which highlighted how well the product met the criteria of validity, reliability, and applicability. Through this systematic evaluation, the researcher ensured that the final product not only aligned with theoretical foundations but also provided practical, user-friendly tools that supported students' learning experiences in line with the Emancipated Curriculum.

Table 4.2 Nurkancana and Sunartana (1992) Formula

No	Formula	Criteria
1	$X \geq Mi + 1.5 Sdi$	Excellent
2	$Mi + 0.5 Sdi \leq X < Mi + 1.5 Sdi$	Good
3	$Mi - 0.5 Sdi \leq X < Mi + 0.5 Sdi$	Average
4	$Mi - 1.5 Sdi \leq X < Mi - 0.5 Sdi$	Below Average
5	$X < Mi - 1.5 Sdi$	Poor

Note:

$Mi = \frac{1}{2} (\text{Score Max} + \text{Score Min})$

$Sdi = \frac{1}{3} (Mi)$

Mi = Ideal Mean

Sdi = Standard of Deviation

X = The Score of the Evaluation

As shown in the table, using the Nurkancana and Sunartana (1992) formula, the quality of the product can be classified into five categories: excellent, good, average, below average, and poor. The following outlines how the researcher assessed the quality of the developed product using this formula. The process began by calculating both the maximum and minimum scores.

a. The maximum score = 5 (highest scale) x 37 (total questions) = 185

b. The minimum score = 1 (lowest scale) x 37 (total question) = 37

Second, the researcher decided on the Mi and Sdi.

a.  $Mi = \frac{1}{2} (\text{Score Max} + \text{Score Min})$

$Mi = \frac{1}{2} (185 + 37)$

$Mi = \frac{1}{2} (222)$

$Mi = 111$

b.  $Sdi = \frac{1}{3} (Mi)$

$Sdi = \frac{1}{3} (111)$

$Sdi = 37$

After deciding on the  $M_i$  and  $S_{di}$ , the researcher required information on the score for each criterion. The specific scores for each criterion are outlined below.

- a. Excellent Product  
 $X \geq M_i + 1.5 \times S_{di}$   
 $X \geq 111 + 1.5 (37) = 111 + 55.5 = 166.5$   
 $X \geq 167$
- b. Good Product  
 $M_i + 0.5 \times S_{di} \leq X < M_i + 1.5 \times S_{di}$   
 $111 + 0.5 (37) \leq X < 111 + 1.5 (37) = 111 + 18.5 \leq X < 111 + 55.5$   
 $130 \leq X < 167$
- c. Average Product  
 $M_i - 0.5 \times S_{di} \leq X < M_i + 0.5 \times S_{di}$   
 $111 - 0.5 (37) \leq X < 111 + 0.5 (37) = 111 - 18.5 \leq X < 111 + 18.5$   
 $92.5 \leq X < 130$   
 $93 \leq X < 130$
- d. Below Average Product  
 $M_i - 1.5 \times S_{di} \leq X < M_i - 0.5 \times S_{di}$   
 $111 - 1.5 (37) \leq X < 111 - 0.5 (37) = 111 - 55.5 \leq X < 111 - 18.5$   
 $55.5 \leq X < 92.5$   
 $56 \leq X < 93$
- e. Poor Product  
 $X < M_i - 1.5 \times S_{di}$   
 $X < 111 - 1.5 (37) = 111 - 55.5 = 55.5$   
 $X < 56$

The detailed score of the criteria can be seen in Table below:

Table 4.3 The Details of the Criteria

Num.	Score	Criteria
1	$X \geq 167$	Excellent
2	$130 \leq X < 167$	Good
3	$93 \leq X < 130$	Average
4	$56 \leq X < 93$	Below Average
5	$X < 56$	Poor

After determining the score for each criterion, the researcher proceeded to calculate the scores from each expert's and user's judgment sheet to assess the product evaluation. This process enabled the researcher to classify the product's quality according to the established criteria. The evaluation scores are outlined below.

Table 4.4 The Result of the Expert Judgement

Judges	Occupation	Score	Criteria
Expert 1	Lecture	155	Good
Expert 2	Lecture	159	Good

The evaluation sheet was designed to measure the quality of assessment instruments grounded in Problem-Based Learning, Project-Based Learning, and Discovery Learning for 11th-grade high school students. These instruments aim to assist teachers in evaluating student diversity and implementing differentiated assessments in the classroom. By incorporating various learning approaches, the assessments seek to address different learning styles and ensure that the tools are effective in both guiding instruction and measuring student progress. The expert evaluation was crucial in determining whether the developed instruments met these objectives, and their judgment provides valuable feedback for further refinement.

According to the results from the expert judgment, two lecturers were involved in evaluating the quality of the assessment instruments. Expert 1, a lecturer, gave a score of 155, which falls into the "Good" category, indicating that the instrument has a solid foundation but may still need some adjustments. Expert 2, another lecturer, provided a score of 159, also



placing the instrument within the "Good" category. This consistent feedback from both experts highlights that while the assessment instruments are well-constructed, there are areas where improvements could enhance their overall effectiveness, particularly in aligning with the diverse needs of students and classroom implementation.

The evaluation results suggest that the differentiated assessment instruments are on the right track but could benefit from further revisions to elevate them to an "Excellent" level. The feedback provided by the experts serves as a guide for refining the content, format, and implementation strategies of the assessments. By making targeted adjustments based on these evaluations, the instruments can better support teachers in managing student diversity and improve the quality of classroom assessments, ensuring they are both practical and effective for 11th-grade students.

## DISCUSSIONS

This research focused on the development of differentiated assessment instruments for 11th-grade students, guided by the principles of the Emancipated Curriculum, which emphasizes personalized learning. The curriculum integrates learning styles such as visual, auditory, read/write, and kinesthetic, and adopts 21st-century learning methods like problem-based learning, project-based learning, and discovery learning. The researcher employed the Design and Development (DnD) Model by Richey and Klein (2007) to create these instruments. The need analysis, conducted through interviews, questionnaires, and document analysis at high schools in Buleleng, Bali, revealed key areas of focus for the development process. The Emancipated Curriculum, designed post-COVID-19 to restore education, emphasizes a more adaptive approach that aligns with the evolving needs of students and teachers. This reflects findings by Wahyudin et al. (2024), who stressed the importance of flexibility and technology integration in education after the pandemic.

Differentiated assessments, as noted by Marlina et al. (2023), are tools that cater to diverse student learning styles and needs. They involve ongoing data collection throughout the learning process to create a comprehensive understanding of students' abilities, which allows teachers to adjust their instruction accordingly. Pasira (2022) further supports this, emphasizing that these assessments not only improve academic performance but also boost student confidence by addressing individual learning preferences. During the needs analysis phase, teachers from SCHOOL B and SCHOOL A highlighted the challenges of creating assessments that are both effective and equitable due to the wide range of student learning styles. Although differentiated assessments are essential, their practical implementation is complex, time-consuming, and requires constant adaptation and resource allocation.

The adoption of the Independent Curriculum since late 2021 introduced both benefits and challenges for teachers. While the curriculum encourages personalized learning and skill development, teachers at SCHOOL B and SCHOOL A reported difficulties in adjusting to its demands. This is particularly true given the diverse student populations and the need for customized assessments that align with the curriculum's objectives. Despite the advantages of fostering student-centered learning, the recent implementation of the Independent Curriculum means teachers are still in the process of refining learning materials and assessment strategies to match its goals. As Darwin et al. (2023) noted, the alignment of assessments with learning objectives is crucial for accurately reflecting educational outcomes.

Moreover, teachers expressed concerns about the availability and suitability of learning media and resources. Some tools are outdated or damaged, complicating the use of modern educational techniques. Restrictions on technology usage in the classroom, such as cellphones and online translation tools, further hinder the implementation of differentiated assessments. Previous studies by GH, Sadriani, and Adminira (2023) underscore the importance of teachers having a deep understanding of students' developmental stages to implement strategies that meet their needs effectively. This research aligns with previous findings, emphasizing the need for accessible resources and continuous refinement of assessments to ensure they support personalized learning and meet the goals of the Emancipated Curriculum.

The development of differentiated assessment tools for 11th-grade high school students should be rooted in the Emancipation Curriculum to ensure they accommodate diverse learning needs and align with personalized education goals. The research adopted a two-stage process:

the initial design stage, where the framework and structure of the differentiated assessments were conceptualized, and the development stage, where these tools were refined to address the varied learning preferences of students. This process included establishing clear assessment rubrics, learning objectives, and types of assessments aligned with learning styles (visual, auditory, read/write, and kinesthetic) and modern methods like problem-based and project-based learning. The resulting blueprint aimed to provide teachers with a comprehensive, easy-to-implement tool that fosters effective assessment strategies in the classroom.

The blueprint was informed by insights gathered through teacher interviews, student questionnaires, and classroom observations. Teachers expressed the need for more varied and adaptable assessments that move beyond repetitive tests, especially in light of the new demands of the Emancipation Curriculum. Observations revealed gaps in the implementation of differentiated assessments, particularly in integrating students' learning styles into classroom activities. The expert checklist phase ensured the assessment tools' quality by reviewing their alignment with educational methods and standards, refining language, presentation, and content accuracy. Ultimately, the final blueprint emerged as a robust and practical guide for teachers, designed to meet the diverse learning needs of students and enhance personalized instruction.

The final stage of the research focused on evaluating the quality of the differentiated assessment instruments developed for 11th-grade high school students. This evaluation was crucial in determining whether the tools met the required standards and effectively addressed students' diverse needs. The process involved implementing the assessment tools and collecting feedback from teachers, students, and expert validators. The feedback was used to assess the effectiveness, clarity, and alignment of the tools with educational objectives and methods. This comprehensive evaluation aimed to ensure that the instruments were practical, user-friendly, and aligned with the Emancipation Curriculum's emphasis on personalized education.

The evaluation phase utilized the Nurkencana and Sunartana (1992) formula to quantify feedback and assess the overall quality of the differentiated assessment tools. This analysis highlighted the instruments' alignment with validity, reliability, and applicability criteria. The evaluation sheet covered dimensions such as assessment concepts, completeness of instruments, language clarity, and presentation quality, based on feedback from experts and users. Results from the expert judgment indicated that the instruments fell into the "Good" category, suggesting a solid foundation but room for improvement to reach an "Excellent" level. This feedback is essential for refining the tools to better support teachers in managing student diversity and improving classroom assessments.

The evaluation results underscore the importance of differentiated assessments in addressing various learning styles and needs. Research indicates that such assessments, when well-designed, can significantly enhance student engagement and academic performance (Marlina et al., 2023; Pasira, 2022). Differentiated assessments enable teachers to tailor instruction to individual students, improving both engagement and achievement. Previous studies also highlight the role of assessments in providing immediate feedback, which is crucial for accelerating learning and addressing knowledge gaps (Kaur et al., 2019). The findings of this research are consistent with these studies, emphasizing the need for continuous refinement of assessment tools to meet diverse student needs effectively.

The results align with earlier research emphasizing the importance of tailored assessments in the Emancipation Curriculum. Effective assessments should reflect students' developmental stages and learning styles, facilitating more personalized instruction (GH, Sadriani, & Adminira, 2023). By customizing assessments, teachers can better support individual student needs and enhance learning outcomes. Additionally, the research supports the view that assessments should focus on both knowledge and broader skills, including attitudes and values, to foster comprehensive student development (Darwin et al., 2023; Andayani & Madani, 2023).

The evaluation of the differentiated assessment tools reveals that while the instruments are well-constructed, further refinements are needed to achieve excellence. The feedback from experts and users, combined with insights from previous research, provides a clear direction for improving the tools. By addressing the identified areas for improvement, the assessment instruments can better support diverse learning needs, enhance teaching practices, and ultimately improve student outcomes in line with the Emancipation Curriculum and modern educational methods.

## IMPLICATION

The development of differentiated assessment instruments for 11th-grade students highlights the importance of aligning educational tools with diverse learning needs and modern pedagogical approaches. By incorporating the VARK learning styles and 21st-century learning methods, this research provides a robust framework for assessing students in a manner that is both inclusive and effective. The emphasis on visual, auditory, read/write, and kinesthetic learning styles ensures that the assessments cater to various student preferences, thereby enhancing engagement and understanding. The integration of project-based, problem-based, and discovery learning methods further supports a dynamic and interactive approach to education, allowing for a more comprehensive evaluation of student abilities and learning outcomes.

The development process, grounded in the Emancipated Curriculum, demonstrates a commitment to addressing the evolving needs of education in the post-pandemic era. This curriculum's focus on student-centered learning and adaptability is well-reflected in the differentiated assessment tools. By aligning the assessments with this curriculum, the research ensures that the tools are relevant and practical for contemporary educational settings. The book serves as a valuable resource for teachers, offering a structured approach to assessment that can accommodate a wide range of learning styles and methods, ultimately facilitating more personalized and effective teaching practices.

The implications of this research extend beyond the immediate context of high school English assessments. The differentiated assessment instruments developed through this study can serve as a model for similar initiatives in other subjects and educational levels. The findings underscore the significance of designing assessments that are not only theoretically sound but also practically applicable in real-world classroom settings. As such, this research contributes to the broader goal of improving educational outcomes through tailored assessment strategies that meet the diverse needs of students and support teachers in delivering high-quality instruction.

## CONCLUSION

This research involved multiple stages: first, analyzing the needs of teachers and students for differentiated assessments; then, designing and creating the assessment instruments; and finally, evaluating the quality and criteria of the developed product. The conclusions drawn from the research findings are as follows:

1. The research highlights that both students and teachers have distinct educational needs concerning differentiated assessments in 11th-grade high school education. Teachers need assessment tools that accommodate the diverse learning styles and abilities of their students, as the current methods often fail to address this variability effectively. The need for assessments that provide a fair and accurate evaluation of each student's strengths and weaknesses is crucial. Students, on the other hand, require assessments that align with their individual learning styles—visual, auditory, read/write, and kinesthetic—and that engage them through methods suited to their preferences and needs. These needs underscore the importance of creating assessments that are both inclusive and reflective of the diverse student population.
2. To design differentiated assessment instruments for 11th-grade students while using the Emancipation Curriculum, the research underscores the importance of aligning the assessments with the curriculum's emphasis on personalized and student-centered learning. The design process involves creating tools that integrate various learning methods—such as problem-based learning, project-based learning, and discovery learning—with the VARK learning styles framework. The development of these instruments should consider the curriculum's flexibility and adaptability, ensuring that assessments can effectively measure and support diverse student needs. By focusing on these elements, the instruments can facilitate a more tailored approach to student evaluation, promoting a more inclusive and effective learning environment.
3. The evaluation of the developed differentiated assessment instruments reveals that the quality of these tools is generally strong, with expert judgments indicating a "Good" rating. The instruments have been validated to align well with educational theories and practical needs, meeting the criteria for effectiveness, clarity, and applicability. However, there is room for improvement to reach an "Excellent" level. Feedback from

experts suggests that while the instruments are well-constructed and practical for classroom use, further refinements could enhance their effectiveness, particularly in addressing the varied needs of students and improving implementation strategies. Overall, the instruments are a valuable resource for assessing 11th-grade students, but ongoing adjustments will help optimize their utility and impact.

## REFERENCES

- Adi, I. N., Putra, J., Gd, L., & Budiarta, R. (2023). Developing Authentic Assessment Rubric Based On HOTS Learning Activities For EFL Teachers. *Proceedings Of The 2nd International Conference On Languages And Arts Across Cultures (ICLAAC 2022)*, 155–164. <https://doi.org/10.2991/978-2-494069-29-9>
- Br. Karo, S. E., Solin, M., & Adisaputera, A. (2019). Development Of Rubric Of Attitude Assessment Of Writing Explanation Text Based On Information Literacy On 11th Grade Students Of Vocational High School Pencawan Medan. *Budapest International Research And Critics In Linguistics And Education (Birle) Journal*, 2(4), 338–354. <https://doi.org/10.33258/Birle.V2i4.521>
- Brown H. Douglas & Abeywickrama Priyanvada. (2020). *Ies 2* ||, 245.
- Cintia, N. I., Kristin, F., & Anugraheni, I. (2018). Penerapan Model Pembelajaran Discovery Learning Untuk Meningkatkan Kemampuan Berpikir Kreatif Dan Hasil Belajar Siswa. *Perspektif Ilmu Pendidikan*, 32(1), 67–75. <https://doi.org/10.21009/Pip.321.8>
- Darwin, D., Boeriswati, E., & Murtadho, F. (2023). Asesmen Pembelajaran Bahasa Dalam Kurikulum Merdeka Belajar Pada Siswa SMA. *Lingua Rima: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 12(2), 25–36.
- Ellen, K. K., Training, T., Syekh, N., Cirebon, N., Sudimantara, L. B., Training, T., ... Cirebon,
- Ellen, K. K., & Sudimantara, L. B. (2023). Examining Emancipated Curriculum Development in Middle Schools: A Case Study. *PANYONARA: Journal of English Education*, 5(2), 165-188.
- Evendi, E. (2020). *EVALUASI PEMBELAJARAN MATEMATIKA*. Mataram: Sanabil.
- Fatmawati, & Yuzrizal. (2021). Analysis Of The Utilization Of Nature As A Learning Media In The Covid-19 Pandemic Era. *Budapest International Research And Critics Institute-Journal*, 4(4), 8150–8154.
- Feuer, & Fulton. (1993). The Many Faces Of Performance Assessment. *Phi Delta Kappan*, 74(6), 478.
- Fidan, M., & Tuncel, M. (2019). Integrating Augmented Reality Into Problem Based Learning: THE Effects On Learning Achievement And Attitude In Physics Education. *Computers & Education*, 142, 103635. <https://doi.org/10.1016/J.Compedu.2019.103635>
- GH, M., Sadriani, A., & Adminira, Z. (2023). Assesment Kurikulum Merdeka Belajar Di Sekolah Menengah Atas. *Jurnal Ilmiah Wahana Pendidikan*, 9(6), 749–755.
- Gupta, S., & Chauhan, S. (2020). Exploring The Use Of Rubrics As A Self Assessment Tool For Pre-Service Teachers. *International Journal Of Information And Education Technology*, 10(10), 781–786. <https://doi.org/10.18178/Ijiet.2020.10.10.1458>
- Hikmah, S. N. A. (2021). Pengembangan Instrumen Asesmen Keterampilan Menulis Teks Eksposisi. *Jurnal Tarbiyatuna: Jurnal Kajian Pendidikan, Pemikiran Dan Pengembangan Pendidikan Islam*, 2(01), 59. <https://doi.org/10.30739/Tarbiyatuna.V2i01.975>
- Keller, S. D., Trüb, R., Raubach, E., Meyer, J., Jansen, T., & Fleckenstein, J. (2023). Designing And Validating An Assessment Rubric For Writing Emails In English As A Foreign Language. *Research In Subject-Matter Teaching And Learning (RISTAL)*, 6(1), 16–48. <https://doi.org/10.2478/Ristal-2023-0002>
- Kemendikbud. (2021). Panduan Implementasi Kebijakan Kampus Merdeka (MBKM). Jakarta: Direktorat Jenderal Pendidikan Tinggi, Depdikbud. Retrieved From <https://l1dikti13.kemdikbud.go.id/Wp-Content/uploads/2022/07/Panduan-Implementasi-Kebijakan-Merdeka-Belajar-Kampus-Merdeka-MBKM.pdf>
- Kristiani, H., Susanti, E. I., Purnamasari, N., Purba, M., Saad, M. Y., & Anggaeni. (2021). Model Pengembangan Pembelajaran Berdiferensiasi.

- Sitairesmi, K. S., Saputro, S., & Utomo, S. B. (2017). Penerapan Pembelajaran Project Based Learning (PjBL) untuk Meningkatkan Aktivitas dan Prestasi Belajar Siswa pada Materi Sistem Periodik Unsur (SPU) Kelas X MIA 1 SMA Negeri 1 Teras Boyolali Tahun Pelajaran 2015/2016. *Jurnal Pendidikan Kimia (JPK)*, 6(1), 54-61.
- Li, C. (2018). Constructing And Applying Rubrics In College-Level EFL Writing Assessment In China. *Surface Journal*, 5(9), 111.
- Manalu, J. B., Sitohang, P., Heriwati, N., & Turnip, H. (2022). Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar. *Jurnal Pendidikan Dasar*, 1, 80–86. <https://doi.org/10.34007/Ppd.V1i1.174>
- Mang, H. M. A., Chu, H. E., Martin, S. N., & Kim, C. J. (2023). Developing An Evaluation Rubric For Planning And Assessing SSI-Based STEAM Programs In Science Classrooms. *Research In Science Education*, (0123456789). <https://doi.org/10.1007/S11165-023-10123-8>
- Morel, A. A., & Torgén, L. (2020). The Use Of Learning Rubrics In English As A Foreign Language Primary School Classrooms In Sweden. *Journal Asian Education*, 2(3). Retrieved From <http://ls00012.mah.se/handle/2043/31435>
- Nisrokha. (2018). Authentic Assessment (Penilaian Otentik). *Jurnal Madaniyah*, 8(2), 209–229.
- Nkhoma, C., Thomas, S., & Le, N. Q. (2020). THE ROLE OF RUBRICS IN LEARNING AND IMPLEMENTATION OF AUTHENTIC ASSESSMENT: A LITERATURE REVIEW. *Informing Science And Information Technology Education*, 4606, 237–276.
- Nuraini. (2020). Peningkatan Hasil Belajar Bahasa Inggris Siswa Melalui Penerapan Model Pembelajaran Discovery Learning. *ITQAN*, 10(1), 129–145.
- Nurhaifa, I., Hamdu, G., & Suryana, Y. (2020). Rubrik Penilaian Kinerja Pada Pembelajaran STEM Berbasis Keterampilan 4C. *Indonesian Journal Of Primary Education*, 4(1), 101–110. <https://doi.org/10.17509/Ijpe.V4i1.24742>
- Nurhayati, E., & Ahmad, T. A. (2018). Implementasi Penilaian Autentik Dalam Pembelajaran Sejarah Di SMA Negeri 1 Semarang. *Indonesian Journal Of History Education*, 6(1), 20–28.
- Nurwiati, N. (2022). PENGARUH PENGEMBANGAN KURIKULUM MERDEKA BELAJAR DAN KESIAPAN KEPALA SEKOLAH TERHADAP PENYESUAIAN PEMBELAJARAN DI SEKOLAH Neng. *Jurnal Pendidikan, Sains Dan Teknologi*, 9(2), 472–487.
- Purnawanto, A. T. (2022). Perencanaan Pembelajaran Bermakna Dan Asesmen Kurikulum Merdeka. *Jurnal Pedagogy*, 20(1), 75–94.
- Sagala, S. (2010). *Supervisi Pembelajaran Dalam Profesi Pendidikan*. Bandung: Alfabeta.
- Sanjaya, W. (2011). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: kencana Prenada.
- Sesanti, N. R., & Ferdiani, R. D. (2017). *Assesment Pembelajaran Matematika*. Malang: Yayasan Edelweis.
- SINAGA, T. A. B. (2021). Penerapan Metode Discovery Learning Untuk Meningkatkan Keaktifan Belajar Siswa Pada Mata Pelajaran Bahasa Inggris Kelas X.Iis.2 Sma Negeri 3 Muaro Jambi Tahun Pelajaran 2018/2019. *LANGUAGE : Jurnal Inovasi Pendidikan Bahasa Dan Sastra*, 1(1), 64–73. <https://doi.org/10.51878/Language.V1i1.439>
- Sinta, T. (2020). Pengaruh Model Problem Based Learning Terintegrasi Etnosains Terhadap Pemahaman Konsep Materi Redoks Siswa Ma Negeri Blora. *Chemistry In Education*, 9(1), 16–22.
- Souza, M., Margalho, É., Lima, R. M., Mesquita, D., & Costa, M. J. (2022). Rubric's Development Process For Assessment Of Project Management Competences. *Education Sciences*, 12(12). <https://doi.org/10.3390/Educsci12120902>
- Sudarmin, S., Sumarni, W., Rr Sri Endang, P., & Sri Susilogati, S. (2019). Implementing The Model Of Project-Based Learning : Integrated With ETHNO-STEM To Develop Students' Entrepreneurial Characters. *Journal Of Physics: Conference Series*, 1317(1). <https://doi.org/10.1088/1742-6596/1317/1/012145>

- Sudjana, N. (2009). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya.
- Sugiyono. (2018). *Metodologi Penelitian Kuantitatif, Kualitatif Dan Rnd*. Bandung: Alfabeta.
- Tomlinson, C. A., Strickland, C. A., Tomlinson, C. A., & Strickland, C. A. (2005). *Carol Ann Tomlinson Cindy A. Strickland*.
- Tri Widodo, A. (1993). *Tingkat Keterbacaan Teks: Suatu Evaluasi Terhadap Buku Teks Ilmu Kimia Kelas I Sekolah Menengah Atas*. Jakarta: IKIP Jakarta.
- Trianto. (2010). *Model Pembelajaran Terpadu, Konsep, Strategi Dan Implementasinya Dalam KTSP*. Jakarta: Bumi Aksara.
- Ulfah, D. A. (2016). Hubungan Kematangan Emosi Dan Kebahagiaan Pada Remaja Yang Mengalami Putus Cinta. *Jurnal Ilmiah Psikologi Gunadarma*, 9(1), 92–99.
- Vercellotti, M. Lou. (2021). Beyond The Rubric: Classroom Assessment Tools And Assessment Practice. *Tesl-Ej*, 25(3), 1–16.
- Villarroel, V., Bloxham, S., Bruna, D., Bruna, C., & Herrera-Seda, C. (2018). Authentic Assessment: Creating A Blueprint For Course Design. *Assessment And Evaluation In Higher Education*, 43(5), 840–854. <https://doi.org/10.1080/02602938.2017.1412396>
- W., J., & Creswell. (2010). *Reserch Design: Pendekatan Kualitatif, Kuantitatif, Dan Mixed*. Edisi Ketiga. (A. Wafaid, Ed.). Yogyakarta: Pustaka Pelajar.
- Wiratna Sujarweni. (2017). *Metodologi Penelitian Bisnis & Ekonomi*. Bandung: Rosda Karya.
- Zahrok, S. (2009). Asesmen Autentik Dalam Pembelajaran Bahasa. *Jurnal Sosial Humaniora*, 2(2), 166–180.