

ANALYSIS ON DIFFERENTIATED ASSESSMENT IN EMANCIPATED CURRICULUM FOR 7TH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

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This research aims to analyze the differentiated assessments to the junior high school students in the first semester and is intended to support teachers in providing appropriate assessments for students. The problem that researcher found was teachers were still lacking in developing relevant assessments for students. Collecting differentiated assessment data is using the qualitative method. Research uses ADDE theory, namely Analysis, Design, Development, and Evaluation and the researcher only used analysis stage. Researchers support the theory of the Independent Curriculum or Emancipated Curriculum, Assessment, 21st Learning Method, and Learning Style. Data collection was carried out by conducting interviews with teachers, distributing questionnaires about learning methods and learning style to students with thirty-three respondents and document analysis in the form of "Acuan Tujuan Pembelajaran" Seventh Grade English. The conclusion that can be given is that the researcher's purpose is to analyzed the differentiated assessment to help seventh grade junior high school teachers in developing relevant differentiated assessment.

Keywords: *ADDE; Emancipated Curriculum; Differentiated Assessment; Rubric*

1. INTRODUCTION

The Merdeka Belajar Kampus Merdeka (MBKM) program, implemented by the government since 2020, allows students to study a degree program off-campus for three semesters (Risal et al., 2024). The program aims to empower university graduates and bring them closer to the world of industry and business. However, many study programs lack practical application due to a lack of emphasis on association and correspondence. To implement the MBKM policy, degree programs must adapt their curriculum to the Kampus Merdeka policy implementation model. Additionally, the program must facilitate students taking courses in other programs of the same institution and ensure equivalence between the program and external learning activities. This policy aims to develop creativity, innovation, and critical thinking in students.

The skills needed to welcome the modern era Indonesian government through the Ministry of Education and Culture, to improve the quality of human resources or HR who must have digital skills and mindsets or creativity. In addition, the government is also trying to reduce the national unemployment rate by synchronizing education with the world of work and industry, so that college graduates are job-ready graduates with the skills and needs of the working world (Arifin & Muslim, 2020). This effort is carried out by the Ministry of Education and Culture by introducing a new policy, namely Merdeka Belajar-Kampus Merdeka (Widiyono et al., 2021). The MBKM application is a brand-new coverage from the Minister of Education and Culture that's beginning to be applied through universities. The important factors of the MBKM coverage include: 1) starting new look at packages as regulated in Minister of Education and Culture Regulation No. 7 of 2020 regarding the establishment, changes, and dissolution of State Universities, and the establishment, changes, and Revocation of Private Higher Education Licenses, in addition to Minister of Education and Culture Regulation No. 5 of 2020 regarding Accreditation of Study Programs and Higher Education Institutions; 2) the better schooling accreditation gadget regulated in Minister of Education and Culture Regulation No. 5 of 2020 regarding Accreditation of Study Programs and Higher Education Institutions; 3) legal entity universities regulated in Minister

of Education and Culture Regulation No. 4 of 2020 regarding the Change of State Universities to Legal Entity State Universities and Minister of Education and Culture Regulation No. 6 of 2020 regarding Acceptance of Undergraduate Program Students at State Universities; and 4) the proper to look at for 3 semesters outdoor the look at application regulated in Minister of Education and Culture Regulation No. 3 of 2020 regarding National Higher Education Standards. 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), that allows you to create a studying tradition that is innovative, now 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).

An emancipated curriculum is an educational approach that promotes student autonomy, self-direction, and liberation from rigid curricular structures. It empowers students to take control of their learning and engage with content meaningfully, relevant, and adaptable to their needs and interests. This approach aligns with learner-centered education, fostering critical thinking skills and lifelong learning. Both an emancipated curriculum and 21st-century learning aim to equip students with the skills, attitudes, and knowledge necessary for success in an ever-evolving global landscape.

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). Additionally, Masruria et al., (2021) informal interactive assessment can be done through spontaneous questions, teacher observations, etc. According to Sullivan, (2011) assessment instrument gives the same results each time it is used in the same setting with the same type of subjects and the reliability essentially means consistent or dependable results to assessment of validity. Assessment with instruments are used to measure student achievement and understanding of learning objectives, such as tests or projects, provide concrete data about the extent to which students have achieved desired competencies.

Yulmiastri, (2019), learning style is one of important element in identifying the students' performance and influence the learners in studying a subject. In addition, learning style identify the students' characteristics, whether to see, listen, and the movement of the learners. According to Pashler et al., (2009), learning style is considered as concept in different terms of learning, obtain information, and instruction that suitable and effective to the student. There are many various concepts of learning style, but the most popular concept is from Dunn & Dunn and VARK learning style model. VARK learning style model is widely used for educational and business (Fleming , 2005) and consist of four model by (Fleming & Mills, 1992), there are:

1. Visual

In visual learning style model, student will be grouped as visual learner if they prefer to view and obtain information through pictures, diagram, flowcharts, and all symbolic signs that are used to represent (Fleming N. D., 2005). Besides that, (Sreenidhi, 2017) add that visual learning can be define as concepts, ideas, data, and the information are allied with techniques and pictures. Through the visual, the learner will be able obtain knowledge and feel comfortable in the class learning process.

2. Auditory

In auditory learning style model, student will obtain information through the spoken language or audio media (Fleming, 2005). The student who are attending class, having discussions with their pairs, and reading texts or notes aloud are the auditory methods of learning (Husmann, 2019). Besides that, students prefer to use this learning style model to do oral presentations, discussion boards, mobile chat, texting, asking questions and giving answers, giving feedback, and face-to-face interactions (Fleming, 2005).

3. Reading/Writing

This learning style model is referring to the student who are like to get textual information

through the reading and written words. People who prefer this style is usually like text-based materials, such as books and handouts (Fleming, 2005).

4. Kinesthetic

Kinesthetic learning style is described as student prefers a new information that can be applied directly to the real world or that can be physically manipulated, the student is classified as a kinesthetic learner (Husmann, 2019). The use of differentiation in assessment enables educators to provide opportunities for students from different academic backgrounds to demonstrate their learning and allows them to access data on student development through various tools and techniques (Tomlinson & Moon, 2013). When developing and implementing the effective differentiated assessment, teachers should consider several characteristics of the student (Reisdorfer, 2020). The use of differentiated assessment not only provides reliable information on student development and instructional choices, but also fosters diverse and imaginative thinking among learners (Brown, Bull & Pendlebury, 2013). Differentiated assessment is an activity that observe the student's differences (Reisdorfer, 2020). 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). 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 three research instruments, such as interview, questionnaire in print-out paper, and document analysis. The interview that the researcher do is with English teacher who teach seventh grade. Apart from interview, the researcher also shared print-out questionnaire to one of the seventh-grade class, and analyzed the "Acuan Tujuan Pembelajaran" that the teacher used.

This research aims to find out:

- 1) How Emancipated curriculum and differentiated assessment instrument that implemented in junior high school;
- 2) This research focuses about assessment instruments with differentiated process;
- 3) Focuses to analyze how the teacher design the assessment rubric for the class learning process, what are types of assessment that the teacher develop, how the feedbacks that the teacher gave to their student, and how the teacher faced the 21st century learning (problem-based learning, discovery based learning, and project-based learning) for the benefit of assessment applied to Merdeka Curriculum and 7th grade junior high school learning topics;
- 4) The statement from students are important to explain of how their teacher learning.

2. RESEARCH METHOD

To analyze the differentiated assessment in junior high school for seventh-grade students based on Emancipated Curriculum, the research use Richey and Klein (2009) method. Richey and Klein (2009) expressed that the steps of the D&D strategy are Analysis, Design, Develop and Evaluation. The investigation with D&D points to setting up an experimental premise for making non or guidelines items. It looks to make or create information based on efficient information from the application of an item. The researcher focuses on analyzing the differentiated assessment instrument in Emancipated Curriculum for seventh-grade students in junior high school using analysis method based on Richey and Klein (2007) theory with ADDE (Analysis, Design, Develop, and Evaluation) and the researcher used only analysis stage.

In the analysis, the researcher conducted an observation through the observation in the classroom and interview with seventh-grade teacher and seventh-grade students. The purpose is to know the teaching and learning directly in the classroom, the assessment rubric and process, and the teaching-learning quality. The researcher uses document analysis method through the syllabus or ATP and lesson plan to know the material and assessment

rubric that used by the teacher. The researcher used one research question.

Research Instrument And Method Data Collection

Table 1. Research Instrument And Method Data Collection

Research Questions	Stages	Method of Data Collection	Instruments	Method of Data Analysis
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?	Analysis	Observation , Interview, Document Analysis	Teacher interview guide, student questionnaire, and document analysis	Qualitative

Research Techniques And Method Data Analysis

The data is analyzed through the qualitative method. The data obtained through the interview with one English teacher that teach seventh grade, shared questionnaires to students in one class and analyzed the document. The validity of the data collection that will be used is assessed by two supervisors. The instruments that will be used to collect data must have good standards based on the criteria, so that the validity of the instruments that will be used can be considered. The following are the theory of qualitative method: Qualitative method is very valuable in building or creating speculations or conceptual systems or, to put it another way, in creating hypotheses and these methods can moreover be utilized in refining speculations and hypotheses through preparatory testing (Sofaer, 1999).

The data which obtained through the interview with teacher, student questionnaire, and document analysis will be analyzed using qualitative method with Model Analysis by Miles and Huberman (1994) theory:

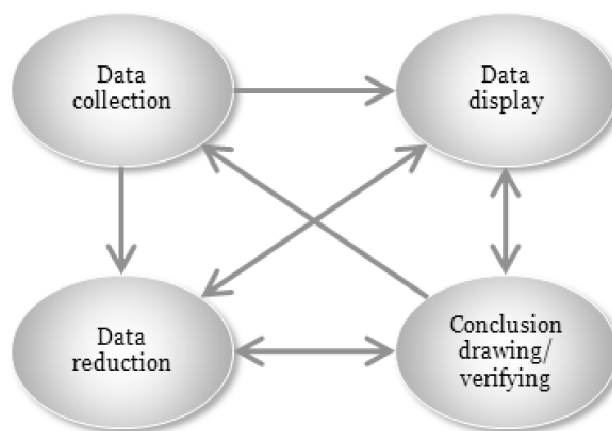


Figure 1. Model Analysis by Miles and Huberman (1994)

3. FINDINGS AND DISCUSSION

Analysis stage is to analyze and find all the crucial material that is needed for the fill of the research. In this stage, the writer used three aspect, there are teacher interview guide, questionnaires for students, and document analysis.

Teacher Interview Guide

The researcher interviewed an English instructor from one of the junior high schools in the Singaraja region. The goal of having an interview with the instructor is to understand about the English teacher's teaching and learning process in the classroom, as well as what learning methods, learning styles, and learning assessments the teacher employed and what barriers he or she encountered when teaching English. The interview is performed face to face with the teacher, and the researcher has twenty-four questions to asked. During the interview, the researcher prepared a notepad and a phone for recording. The interview yielded the following explanation:

The Emancipated Curriculum is a teaching approach that emphasizes the use of LKPD (Learning, Knowledge, and Development) to assess students' abilities. Teachers often use Independent LKPD and Group LKPD to provide initial assessments, focusing on vocabularies and games to engage students. Problem-based and discovery-based learning methods are well understood and implemented, but Project-Based Learning is not yet implemented. Global assessment is also used, with each type of assessment assessing different aspects of a student's learning performance. However, students' behavior in class is still lacking, with shyness and less polite reactions from teachers. Feedback from teachers is not well-received, and students often struggle to answer questions about their understanding of the material. To improve student behavior and learning performance, researchers suggest an improvement in rubric assessment, allowing teachers to assess students with an easy and transparent rubric.

STUDENT QUESTIONNAIRE

The questionnaire is consisted of two types, that is about learning method that has 6 questions and learning styles 12 that has questions to the students. The questionnaire conducted through the printed-out paper and spread it in the class directly, after that the researcher enters the results into the google form and the result are as follows:

A. Learning Method

Table 2. Discussion and Project Learning

1. Apa guru pernah mengajak siswa untuk berdiskusi dan/atau belajar kelompok di dalam kelas?	Ya: 33 orang	Tidak: tidak ada
2. Apa guru pernah mengajak siswa untuk membuat proyek berkelompok dan/atau mandiri di dalam kelas		

From the table above, we can see that question relates about teacher does ever invite students to do discussion and project learning in the class. From all respondents, all students said they ever invited by the teacher to do discussion and project learning in the class learning process.

Table 3. Students Enjoyed Learning in Group

3. Apa siswa lebih menikmati berdiskusi dan/atau belajar secara kelompok?	Ya: 31 orang	Tidak: 2 orang
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From the table above, we can see that students enjoyed learning in group or not. From all respondents, thirty-one students said that they really enjoyed and 2 students are not enjoyed learning in group.

Table 4. Students Enjoyed Learning Individually

4. Apa siswa lebih menikmati belajar secara mandiri?	Ya: 10 orang	Tidak: 23 orang
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From the result of table above, we can see that students enjoyed learning individually or not. From all respondents, it can be seen 10 (30.3%) students said that they enjoyed and 23 (69.7%) students are not liked.

Table 5. Students Enjoyed Making Project in Group

5. Apa siswa lebih menikmati membuat projek secara berkelompok?	Ya: 29 orang	Tidak: 4 orang
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From the result, we can see that students are enjoyed making project in group or not. From 33 respondents, it can be seen that 87.9% students are really enjoyed making project in group and the rest of the students are not enjoyed.

Table 6. Students Enjoyed Making Project Individually

6. Apa siswa lebih menikmati membuat projek secara mandiri?	Ya: 8 orang	Tidak: 25 orang
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From the table above, we can see that students are enjoyed making project individually or not. From 33 respondents, it can be seen that 24.2% students are enjoyed and 2575.8% students is not.

From the whole findings, it can be seen that students prefer learning in group than learning individually. The result shows that learning in group makes students more understand and easier in communicated with their peer.

B. Learning Style

*33 respondents

1. Saya ingin pergi ke bioskop namun saya tidak tahu jalan menuju bioskop. Maka, saya akan:
The first question of learning style of students. Based on the result, 57.6% respondent revers to choose kinesthetic learning style, 27.3% revers to audio learning style, 9.1% revers to read/write style, and 6% revers to choose visual style. The reason why most students choose kinesthetic learning style because google maps is an application that very easier to find difficult place.
2. Saya ingin merakit mainan robot namun saya tidak tahu bagaimana untuk merakitnya, sehingga saya:
The second question of learning style of students. Based on the result, 45.5% revers to choose read/write learning style because is crucial to read an instruction before create something, while 42.4% revers to visual learning style, and both auditory and kinesthetic learning style is 12.1%.
3. Saya lebih suka guru mengajar dengan cara:
The third question of learning style of students. Based on the result, most student revers to choose visual learning style because most student in the class prefer to visual learning style because make them easier to understand by showing pictures in learning process.
4. Saya ingin liburan ke Jakarta, sebelum berangkat saya ingin mempelajari Jakarta. Saya belajar melalui:
The fourth question of learning style of students. Based on the result, 75.8% revers to choose visual learning style. The reason is because watching the video public places in very important before going to that place. So that we are not get lost and directly adapt to the area places.
5. Ketika belajar membuat origami saya lebih suka untuk:
The fifth question of learning style of students. Based on the result, 42.4% revers visual because watching tutorial from the YouTube about making origami make them easier to

learn something directly, 30.3% choose kinesthetic because they curious to practice directly from the tutorial provided in the wrap , 18.2% revers to do an discussion and listening to their friend's explanation, and 9.1% revers to read a book about how to create the origami.

6. Guru mengajar menggunakan aplikasi Canva. Guru menjelaskan materi di aplikasi Canva sambil memperagakan materi didepan kelas. Saya belajar mudah mengerti melalui:

The sixth question of learning style of students. Based on the result, 45.5% revers to visual because looking at images and the image explanation about material on Canva make them very easy to understand about teacher's explanation, 27.3% prefer to listening through the teacher's explanation in Canva, 18.2% prefer to watch carefully the teacher's demonstrate in front of the class, and 9.1% revers to read the instruction and material on Canva directly.

7. Ketika saya belajar untuk bermain sepak bola, saya akan:

The seventh question of learning style of students. Based on the result, 45.5% revers to kinesthetic style, 42.4% revers to audio learning style, and both visual and read/write has the same percentage, that is 12.1%. The reason why most students choose kinesthetic learning style because they want play the football directly with their friends, so that they will learn directly how to play football, what are the rules, and what are they task in football member.

8. Saya ingin belajar menggambar, saya akan:

The eighth question of learning style of students. Based on the result, 39.4% revers read/write style, 33.3% revers to kinesthetic style, 24.2 revers audio style, and 3.1% revers to visual learning style. The main reason most students choose read/write learning style because they want to know about drawing by reading the information about "how to draw a good image or picture", so that they will learn the drawing skill by read the tutorial in the book or magazine.

9. Ketka saya belajar menggunakan chromebook, saya lebih suka:

The ninth question of learning style of students. Based on the result, most students prefer the visual learning style because students very love the tutorial about "how to use chrome book" by watching the video and this will make them easier to understand through the video visual directly.

10. Saya ingin belajar untuk menabung di celengan, saya akan memulainya dengan:

The tenth question of learning style of students. Based on the result, most of the students prefer the visual learning style because students like to create something different by making a table to the time and amount that they want, then they will mark it if they have saved. This shows students are very critical thinking in ensuring savings.

11. Saya ingin belajar menggunakan kamera, maka saya akan:

The eleventh question of learning style of students. Based on the result, 33.3% revers visual because they want to know how to use camera by looking at their friends and practice it, 30.3% revers to listen to instruction about how to use camera, 27.3% revers to read an instruction about how to use camera for beginner, and 9.1% revers to make a notes about how to use camera and practice it directly.

12. Hari senin depan saya ada ulangan harian, saya akan belajar dengan cara:

The twelfth question of learning style of students. Based on the result, 54.5% prefer read/write because more comfortable in reading the explanation and example about material that they going to use for the daily test , 21.2% revers to demonstrate directly about example and explanation, and both visual and audio learning style has 12.1% percentage because both learning style is not often use before doing daily test than reading the explanation and example on the book.

Document Analysis

The researcher collecting syllabus in form of ATP for 7th grade junior high school from the English teacher and conducted syllabus analysis to find out the assessment and possible activities of the English learning for 7th grade.

Table 7. The following is the list of topics which contain ATP in 7th grade junior high school for first semester.

No	Topic(s)
1	Introducing yourself and others
2	Describing people

From the explanation during teacher's interview, teacher said that all ATP or syllabus of English teacher that teach 7th grade is same with other teacher. Furthermore, teacher explained that they using Merdeka Curriculum or Emancipated Curriculum in designing the syllabus for English topic lesson for 7th grade junior high school. Teacher is used Nusantara book to done teaching and learning activities on the 7th grade junior high school class.

The result of the research instruments of teacher interview, student questionnaire, and document analysis showed teacher is lack is understanding the differentiated assessment, student that prefer doing learning process with groups and not individually, and Acuan Tujuan Pembelajaran (ATP) that consist of two topics in one semester. Assessment has three types, namely formative assessment, summative assessment, and diagnostic assessment in order to help the implementation of Emancipated Curriculum, 1) formative assessment is the assessment for learning that the learning activities and the achievement of the lesson (Harlen, 2007), 2) The summative assessment is the assessment of learning to the achievement or goals in the end of the lesson (Harlen, 2007), 3) Aringka, (2023) explained that diagnostic assessments are classified into two types: cognitive assessments and non-cognitive assessments. Cognitive assessment aims to identify students' weaknesses and strengths in terms of knowledge structures and processing skills. Non-cognitive diagnostic assessment involves analyzing a student's psychological and emotional state before starting learning (Yulianto & Iryani, 2023). Differentiation in assessment allows students from diverse backgrounds to showcase their learning and access data on their development. Teachers should consider student characteristics when developing and implementing effective assessments. This method fosters diverse thinking, classifies students based on abilities, provides feedback on learning outcomes, and determines appropriate learning methods. Important keys of assessment are giving and receive feedback both from 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 includes tests, quizzes, projects, presentations, group work, and practical demonstrations. Without assessments, the students will be confused, do not know the direction of the learning objectives that the teacher wants to achieve, and the learner will repeat the same mistake again, so the assessment is crucial key factor to develop a structured learning process.

4. CONCLUSION AND SUGGESTIONS

Instruments need analysis is focused for seventh grade junior high school in English subject matter. The researchers done several analyses, such as interview with the teacher, give students a questionnaire, and done the document analysis (English ATP for 7th grade junior high school). The result of the interview, teacher is done assessment to the student through the Group and Individual LKPD to provide an assessment to find out the students' abilities both in individual work or in group work. Students are usually given several vocabularies in every meeting that should be studied, so that students will learn step-by-step, remember and mastered the English words or sentences. To students more entertained to learning in the class, teacher more often gave "Games" to make teaching and learning are more effective for students that are attended school during the day. Besides that, formative assessment and summative assessment is differently developed. For the formative, teacher is more use the LKPD, while the summative is more from assessment that teacher create. Teacher already carry out Problem-based and discovery-based learning. For the questionnaire result, it shows that students are prefer in doing group work than the individual work in learning method stage. While, several students have their own making decision

through the learning style questionnaire result. In this research, researchers have designed questions for teacher interview and student questionnaire which contains assessment techniques given based on four types of student learning, namely visual, aural, read/write, and kinesthetic. The process of creating and designing this instrument need analysis was also inseparable from several revisions as well as input from guidance carried out by the first supervisor and second supervisor as well as discussions carried out by group friends. From guidance that discusses analysis in the form of questions given for teacher interviews, distributing questionnaires and observations to the class, and analyzing teachers' teaching material documents, namely "Acuan Tujuan Pembelajaran" or ATP.

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