

## IMPLEMENTATION OF DIAGNOSTIC ASSESSMENT AS ONE OF THE STEPS TO IMPROVE LEARNING IN THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM

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### ABSTRACT

Diagnostic Assessment is one of the evaluation functions carried out to obtain information on students' strengths and weaknesses, which is used as a basis for planning Learning according to student circumstances. This study aims to determine the application of diagnostic Assessment in the Independent Curriculum. The method used is a *documentary study*, where information is obtained from official government documents and articles from the school's website. Then the information obtained is analyzed descriptively and qualitatively to obtain information that follows the purpose of the study. The results of this study show that this diagnostic Assessment is carried out at the time before planning Learning. The Assessment is conducted using interviews, written tests, and previous learning outcomes. This article will present more in-depth information on the results and discussion.

**Keywords:** Assessment, Diagnostic, Independent Curriculum, Implementation

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## INTRODUCTION

In Law No.20 of 2003, Chapter 1 Article 1, paragraph 19, the curriculum is a set of plans and arrangements regarding the objectives, content, learning materials, and methods used as guidelines for implementing learning activities to achieve specific education. Currently, the curriculum is seen as any activity that can support educational success, either directly or indirectly (Hamalik, 2015). Curricula considered necessary for educational success must be evaluated innovatively, dynamically, and periodically following the time and science and technology, as well as the competencies needed by the community and graduate users (Berlian, Solekah, & Rahayu, 2022).

Since Indonesia's independence, the curriculum has been evaluated and undergone various changes, including policies in curriculum changes (Alhamuddin, 2014). Until 2019, the curriculum has been developed and changed up to 12 times (Insani, 2019; Mufidah, 2018). At this time, a curriculum change has been made from the 2013 Curriculum to the Independent Curriculum, so the curriculum has developed and changed 13 times. This change aims to ensure that the learning process is improving and following the current era.

The Independent Curriculum is currently a policy of the Ministry of Education, Culture, Research, and Technology to recover from the learning crisis after the COVID-19 pandemic during 2022-2024, which will be reviewed in 2024 based on evaluations during the learning recovery period (Kemdikbud, 2022b). There are several developments and changes in the Independent Curriculum, one of which is in

the Assessment that will be carried out. Assessment in the Independent Curriculum includes a development/addition of Diagnostic Assessment from what was previously only Formative and Summative Assessment (Angga, Suryana, Nurwahidah, & Hernawan, 2022). The three assessments must be listed in the Independent Curriculum teaching module (Firmanzah & Sudiby, 2021; Kemendikbud, 2021).

At the beginning of Learning in the Independent Curriculum, there must be an Assessment diagnostic (Berlian et al., 2022; Kemdikbud, 2022a). Diagnostic Assessment aims to identify learners' competencies, strengs, and weaknesses. The results can be used for guidance in planning according to the learning needs of learners (Suryadi & Husna, 2022). In addition to identifying student competencies, diagnostic Assessment also aims to obtain information related to family background, Learning readiness, Learning motivation, student interests, and other factors in a student that can be used as consideration in planning Learning under certain conditions (Kemdikbud, 2022c). Adjusting Learning to students' conditions is crucial to achieving optimal learning outcomes (Zhu & Liu, 2020).

Diagnostic tests are one of the evaluation functions that require higher procedures and competencies from teachers as evaluators (Koroh, Lao, Tari, & Liufeto, 2022). Therefore teachers need o know diagnostic principles and skills. Teachers are usually not trained to perform diagnostic functions (Nurlaelina, 2018). Only a few teachers have mastered compiling diagnostic test item assessment and analysis instruments (Sayekti, 2022; Supriyadi, Lia, Rusilowati, Isnaeni, & Suraji, 2022).

Based on the background described, the researcher wants to examine how this diagnostic Assessment is carried out in this Independent Curriculum. It is hoped that this study will obtain information about the application of diagnostic Assessment in the Independent Curriculum in the field.

### **Independent Curriculum**

Independent Curriculum is a curriculum with diverse extracurricular Learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competence, as well as include projects to strengthen the profile of Pancasila students (Angga et al., 2022). The Independent Study Curriculum is designed and implemented to overcome the learning crisis due to exceptional circumstances, namely the Covid-19 pandemic (Kemdikbud, 2022b).

The implementation of the Independent Curriculum is not carried out directly for all schools. The government provides options for schools to implement and develop which curriculum is appropriate to use according to each school's needs and context (Berlian et al., 2022; Kemdikbud, 2020d). The provision of the right curriculum selection obs also aims to facilitate the process of gradually changing the national curriculum and give time to all elements of education to adapt to this new curriculum (Kemdikbud, 2022b).

### **Assessment in the Independent Curriculum**

Assessment is an activity to collect information about student learning processes and outcomes systematically and continuously in order to take information about curriculum and programs, educational policies, learning processes, and student grades based on specific criteria and considerations (Nasution, 2022). Based on the Learning and Assessment Guide (2022), assessment is the process of collecting and processing information to find out the needs, developments, and achievements of student learning outcomes (Kemdikbud, 2022c).

In the Learning and Assessment Guide (2022) there are 5 principles of independent curriculum assessment (Kemdikbud, 2022c), namely:

- 1) Assessment is an integrated part of the learning process, facilitation of Learning, and provision of hyrealistic information, as feedback for educators, learners, and parents/guardians can guide them in determining the next learning strategy,
- 2) The Assessment is designed and carried out in accordance with the function of the Assessment, with the flexibility to determine the technique and timing of the assessment implementation in order to effectively achieve the learning objectives,
- 3) Assessments are designed in a transparent, proportionate, valid, and reliable manner to explain learning progress and determine decisions about next steps,
- 4) The report on the learning progress and achievements of learners is simple and informative, providing useful information about the character and competencies achieved as well as follow-up strategies,
- 5) The assessment result are used by students, educators, education staff, and parents as reflection material to improve the quality of Learning.

According to its fuction, the Assessment in the Independent Curriculum (2022) is divided into 3 types (Kemdikbud, 2022d; Kurka, 2022), namely:

- 1) Assessment as Learning,
- 2) Assessment for Learning,
- 3) Assessment at the end of the learning process (Assessment of Learning)

Based on the principles and fuctions of the Assessment that have been mentioned, in this Independent Curriculum there are 3 assessment that need to be carried out (Kurka, 2022), namely:

- 1) Diagnostic Assessment includes assessments for the learning process carried out by aducators before compiling Learning to know and understand students.
- 2) Formative Assessment includes assessments for the learning process and as a learning process. As an assessment for the learning process, formative Assessment aims to determine the readiness of the students to learn the teaching material and achieve the planned learning objectives. Meanwhile, as an assessment as a learning carried out during the learning process, it aims to find out the development of students and at the same time provide fast feedback.
- 3) Summative Assessment includes Assessment for the learning process and Assessment at the end of the learning process which aims to ensure the achievement of the overall learning objectives which are then used as a reference to design the next Learning.

### **Diagnostic Assessment**

Diagnostic Assessment is an assessment is carried out specifically to identify the competencies, strengths, weaknesses of student, so that Learning can be designed according to student compencies and conditions (Kemdikbud, 2020d). Sulastri (2019) states that diagnostic assessments are carried out on an ongoing basis to monitor the process, progress, and improvement of results (Sulastri, Supriyati, & Margono, 2019). Diagnosis analysis is very important to be carried out in the Independent Curriculum in order to analyse the condition of students in a state of learning crisis after the current pandemic, which is then used to design appropriate Learning (Kemdikbud, 2022c).

## **METHOD**

The method used in this study is a documentary study with techniques to find information related to the development of research topics through news, official government document or websites, document used for diagnostic Assessment by teachers, both teaching modules and/or diagnostic test instruments, which will then be compiled (Connaway & Radford, 2017). In this study, researcher collected official

document of the Ministry of Education and Culture related to diagnostic Assessment and its application listed on the school's website and result from other researcher. After the documents are collected, they are analyzed descriptively qualitatively by being strengthened by other references relevant to the research topic, so that information will be obtained in accordance with the research objectives.

## RESULTS AND DISCUSSION

The Independent Study Curriculum is one of the initiative programs of the Minister of Education and Culture, Mr. Nadiem Makarim, who wants to create a happy or pleasant Learning atmosphere without burdening educators or students with high achievement in the form of score scores or minimum completion criteria (Marisa, 2021). Therefore, one of the main points of the new policy that has been conveyed by Nadiem Makarim in Jakarta, December 11, 2019 to the heads of provincial, district/city education offices throughout Indonesia is to abolish the National Examination (UN) and replace it with a Minimum Competency Assessment and Character Survey which are both part of the diagnostic Assessment (Nasution, 2022).

Various socioeconomic conditions, access to technology, and learning styles can affect the process and learning outcomes of students to vary as well, so Arsinah argues that it is necessary to conduct diagnostic assessments by teachers at the beginning of the new school year, before starting to enter the discussion of the material (Firmanzah & Sudiby, 2021; Kemdikbud, 2020e). Diagnostic Assessment is an assessment that is carried out to determine the competencies, strengths, and weaknesses of students specifically, so that in designing Learning can be adjusted to the competencies and conditions of students (Kemdikbud, 2020b).

Arsinah argues that diagnostic assessments need to be carried out by teachers, because there are various socioeconomic conditions, access to technology, and learning styles that cause student learning outcomes to vary greatly. According to him, before entering the discussion of material in the new school year, it is necessary to begin with an assessment to diagnose the influence of learning on student learning achievement (Kemdikbud, 2020b). According to Gede Cahya Pradana, diagnostic Assessment is an assessment carried out to determine the weaknesses of students to master certain competencies or materials and their causes, and the results of this Assessment can be used as a basis for providing further treatment in accordance with student weaknesses so that teachers can plan efficient Learning (Kemdikbud, 2021).

In general, diagnostic Assessment is a form of pre-assessment to find out information about students' strengths, weaknesses, knowledge, skills, readiness, interests and learning profiles which can then be used to guide learning and curriculum planning. Diagnostic Assessment must be carried out before learning to categorize student conditions in psychological and cognitive terms (Firmanzah & Sudiby, 2021; Maulinda, 2022; Miftakhuudin, Kamil, & Hardiansyah, 2022).

Even before the Independent Curriculum, diagnostic assessments were carried out. The difference between diagnostic Assessment before and after the Independent Curriculum is its presence in the lesson plan (2013 Curriculum) and the teaching module (Independent Curriculum) (Angga et al., 2022). In the 2013 Curriculum, the implementation of diagnostic Assessment is not listed in the draft *RPP* (Learning Implementation Plan) and is only carried out to find out students' knowledge of a subject matter (Shofiyah & Sartika, 2018). While in the Independent Curriculum, diagnostic Assessment is listed in the teaching module including the instruments it uses and is used not only to find out the cognitive realm but also the non-cognitive realm (Kemendikbud, 2021). Diagnostic Assessment must be carried out before

learning to categorize student conditions in psychological and cognitive terms (Maulinda, 2022)

### **Diagnostic Assessment Based on the Purpose of Its Implementation**

Diagnostic Assessment is divided into non-cognitive diagnostic Assessment and cognitive diagnostic Assessment (Kemdikbud, 2020a; Mustika & Isnaini, 2022; Nasution, 2022). According to Arsinah, non-cognitive diagnostic Assessment aims to measure psychological aspects and emotional condition of children, while cognitive Assessment aims to test children's learning skills and skills (Kemdikbud, 2020e).

#### 1) Non-Cognitive Diagnostic Assessment

Non-cognitive diagnostic Assessment performs a form of initial Assessment on the interest and learning profile aspects of students in the classroom (Tiraswati, 2020). Interest is the biggest factor in a person in motivating to learn. The interest of students is closely related to what students like or dislike and hobbies. Meanwhile, the learning profile is related to social / emotional factors, namely language, culture, health, reality in the family, and other specificities, as well as the learning style and multiple intelligences of a student (Andini, 2016). It is assumed that the Independent Curriculum can be implemented properly when teacher is able to identify student learning styles before designing Learning (Miftakhuddin et al., 2022). In addition, Peters dkk (2020) asked teachers for more understand the psychosocial condition of students and their families and inf necessary, take a step beyond the demands of educational standards that are built on the assumption that access to Learning is equal (Peters et al., 2020).

Student learning styles can be visual learning styles (looking at pictures and reading), auditory (listening to lectures or discussions), kinesthetic (moving) (Miftakhuddin et al., 2022). And for multiple intelligence according to Howard Gearder includes 8 intelligences, namely logic-mathematic, linguistic, musical, special, bodily kinesthetic, interpersonal, intrapersonal, and naturalis (Andini, 2016).

#### 2) Cognitive Diagnostic Assessment

The purpose of cognitive diagnostic Assessment is to determine students' basic abilities in the subject matter and is usually carried out regularly at the beginning of the teacher introducing a new subject material (Kemdikbud, 2020c). Cognitive diagnostic Assessment is closely related to students' ability and readiness to receive learned knowledge (Andini, 2016; Kemdikbud, 2020c; Mustika & Isnaini, 2022)

Students who have the readiness to learn by already having knowledge of the material to be studied, understanding it, and having good skills, will definitely be able to achieve the task given. Vice versa, students who are anxious to understand what they are going to learn, they will find it difficult to understand the learning material and cannot complete the task well. Student readiness is closely related to student achievement in the classroom and the development of student understanding (Andini, 2016).

### **Diagnostic Assessment Based in How to Implement Strategies**

In conducting the Assessment, the implementation must be simple and confirm what we want to know about the students (Syofyan, 2020). Various strategies in conducting diagnostic assessments can be implemented by teachers either in individual form or by carrying out various activities (Andini, 2016; Trias, Rian, Putra<sup>2</sup>, Al, & Surabaya, 2022)). Diagnostic assessments are grouped into two categories, namely informal diagnostic assessments and standard diagnostic assessments (SMAN9BATAM, 2022a).

#### 1) Informal Diagnostic Assessment

Diagnostic Assessment occurs before the implementation of new Learning begins and spontaneously. This Assessment is used when teachers need to quickly measure how much students know about a topic (SMAN9BATAM, 2022a). So it can be known that informal diagnostic Assessment is related to cognitive diagnostic Assessment that wants to know students' knowledge both before and after learning to find out the development of student knowledge.

## 2) Standard Diagnostic Assessment

Standard diagnostic Assessment is a strategy or method using testing methods that have been designed both to evaluate student knowledge and identify existing gaps, as well as to analyze in depth about students' weaknesses and strengths (SMAN9BATAM, 2022a). So this Assessment is related to cognitive and noncognitive diagnostic assessments (Firmanzah & Sudiby, 2021).

### **Stages of Diagnostic Assessment Implementation in Schools**

In the independent curriculum, the results of the Assessment at the beginning of Learning (diagnostic Assessment) are used to design Learning that is in accordance with the learning needs and stages of student achievement (Menteri Pendidikan, Kebudayaan, 2022). Before developing an independent curriculum teaching module, teachers need to pay attention to the criteria, namely interesting, essential, challenging, meaningful, relevant and contextual, and continuous according to the student learning phase, then a diagnostic assessment is carried out (Koroh et al., 2022; Maulinda, 2022). The Assessment consists of 3 stages, namely:

#### 1) Preparatory Stage

In the preparation stage, there are several activities that must be carried out, namely making a schedule, identifying assessment materials based on basic competencies, and compiling simple questions or questions. The implementation of non-cognitive diagnostic assessments is carried out at the beginning before entering the beginning of the semester, while the implementation of cognitive diagnostic assessments is carried out periodically to find out the development of student knowledge (Kemdikbud, 2020c). So it is necessary to make a review of the preparation of when to prepare the diagnosis assessment questions and when the diagnosis assessment is carried out, especially the cognitive diagnosis assessment which must be carried out periodically. Furthermore, in identifying the assessment material, it is based on simplifying the basic competencies provided by the Ministry of Education and Culture (Darwati, 2020; Kemdikbud, 2020a) as well as student interest and learning profiles (SMAN9BATAM, 2022b).

Furthermore, what needs to be prepared for diagnostic Assessment is to compile simple questions or questions. The creation of diagnostic test questions is carried out through validation and revision based on question analysis by experts, trial 1 and trial 2 in order to produce a standard diagnostic test (Hidayati & Nugroho, 2013). Non-cognitive diagnostic assessments contain questions or questions related to a learner's condition, interest, and learning profile. Meanwhile, cognitive diagnostic Assessment contains questions related to subject matter. The diagnostic assessment questions made must be easy to understand by students and use standard language (Nurlaelina, 2018), because they must be included in the teaching module (Kemendikbud, 2021). The diagnostic test assessment rubric in the teaching module discusses aspects, indicators of answers, scores, and answers. Each indicator has an aspect, the answer indicator has a score of 4-1 and 0 if you don't answer at all (Nurlaelina, 2018).

#### 2) Implementation Phase

In conducting diagnostic assessments, subject teachers can work closely with homeroom teachers or counseling guidance teachers. To carry out non-cognitive diagnostic assessments can be carried out by the homeroom teacher or counseling guidance teacher, students are not burdened with having to fill out questionnaires whose core content is the same repeatedly. Meanwhile, cognitive diagnostic Assessment must be carried out by subject teachers periodically, because the goal is to find out the initial competence and development of students in a subject (Darwati, 2020). Examples of diagnostic assessments that are often carried out are surveys and questionnaires, checklist pretests, curriculum-based measurements, and entry slips (SMAN9BATAM, 2022a).

The implementation of non-cognitive diagnostic assessments can be carried out anywhere and anytime before compiling a learning plan using the distribution of questionnaire sheets using electronic devices such as cellphones by accessing the google link of the diagnostic assessment form (SMAN9BATAM, 2022b) And cognitive diagnostic Assessment can be done with pretests, checklists, curriculum-based measurements in the form of AKM, and entry slips, as well as their implementation in the supervision of subject teachers in the classroom (Darwati, 2020). In the implementation of diagnostic assessments of independent curricula, Ministry of Education and Culture provides a class AKM (Minimum Competency Assessment) application to support its implementation, which can be downloaded via the <https://pusmenjar.kemdikbud.go.id/akmkelas/post/download/android> link (Kemdikbud, 2021). Which is included the framework of AKM among them is the level of numeracy and literacy skills (Suryadi & Husna, 2022).

### 3) Diagnostic Analysis and Follow-up Stage

The results of the diagnosis assessment are then analyzed using the planned assessment guidelines, then use the analysis results to map student learning needs and make appropriate learning strategies according to the conditions, interests, learning profiles and average abilities of students (Darwati, 2020; Kemdikbud, 2020a). In addition, the analysis of daily test results or semester tests can also be used as a diagnostic test by looking at students who do not meet the minimum score that must be achieved, and followed up with additional Learning and remedial tests to improve grades and deepen the material (Nurlaelina, 2018).

### **Stages of Diagnostic Assessment Implementation in Schools**

The main benefit of diagnostic Assessment is to highlight and address students' knowledge and physiological gaps (Rosnawati, 2021). When there is a clear picture of the student's level of knowledge, the teacher will be able to plan a learning program to address the most pressing issues (Rivai, 2021). In addition to the main benefits, here are some of the advantages that have been felt when conducting diagnostic assessments in the classroom (SMAN9BATAM, 2022a):

- 1) Helps to guide learning outcomes with goals and objectives in accordance with the desired learning outcomes,
- 2) Obtain substantial data to design an effective curriculum to improve learning outcomes,
- 3) Make the teaching and learning process more efficient by focusing on the material that needs to be studied more deeply,
- 4) The creation of a friendly learning environment for teachers and students,
- 5) Assist teachers to map out efficient and meaningful learning plans during established learning time,
- 6) Become the basis of summative Assessment at the end of Learning. Teachers can compare the level of knowledge of students at the beginning of learning with

at the end of Learning, and note whether there is an increase in student knowledge or not.

- 7) Help the teacher to individualize the instructions. Diagnostic assessment data helps teachers identify students who need additional tutoring on a particular subject or course (Nasution, 2022). Similarly, teachers can also find students who have mastered most of the material, so teachers can design activities that allow those students to get learning beyond curriculum standards through enrichment. Based on the implementation strategy, diagnostic Assessment is carried out informally and standardized.

## CONCLUSION

Diagnostic Assessment is a form of pre-assessment to find out information about students' strengths, weaknesses, knowledge, skills, readiness, interests and learning profiles which then this information can be used to guide learning and curriculum planning. The implementation of diagnostic Assessment in the independent curriculum is not only used to determine the cognitive realm but also the non-cognitive realm and is included in the teaching module that must be made by the teacher. Based on the implementation strategy, diagnostic Assessment is carried out informally and standardized. The implementation of diagnostic assessments is carried out from the planning, implementation, diagnostic analysis, and non-advanced stages. Various advantages are felt in the implementation of diagnostic Assessment in this independent curriculum. The main advantage is that the teacher can clearly know the knowledge and psychological gaps of the learners, so that the teacher can plan a learning program to address the most pressing problems in the classroom.

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