ASSESSMENT IN THE NEW PARADIGM LEARNING

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Abstract: *At the primary and secondary education levels, the assessment (assessment) process in the cognitive domain is generally carried out in the form of tests. In the new paradigm of learning, the method does not seem to be used enough to collect information to find out the learning needs and developmental achievements or learning outcomes of students. Through the decision of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia (Kemenristekdikti) Number 162/M/2021 concerning the Motivating School Program, a new term called learning with a new paradigm was introduced. Through this concept, assessment activities carried out by teachers need to be adjusted. This article aims to propose ideas on assessment procedures that teachers can follow. The literature review method is used to analyze the relevance of the learning concept to the new paradigm and differentiated learning, as well as to describe the assessment procedure in differentiated learning.*

Key Words*: Differentiated learning; Learning with a new paradigm*

Introduction

Permendikbudristek No. 21 of 2022 explains that assessment is a process of collecting and processing information to measure the achievement of student learning outcomes. A common method used by teachers at both the primary and secondary education levels is a test in which students are given tasks that require simple or more complex responses (Riyani & Wulandari, 2022). Therefore, assessment activities are an integrated part of the learning process. The information generated from the assessment process can be used to facilitate learning, and provide holistic information, as feedback for teachers, students, and parents to guide them in determining further learning strategies.

The test is a very popular data collection method used by teachers in learning. A test is a structured performance situation that can be analyzed to produce a numerical value, which can be used to infer individual differences in the performance construct as measured by testing. By the teacher, these activities generally begin with the preparation of instruments, administering tests, and corrections, and providing feedback and interpretation of results. Test activities will produce numbers that can be used to make various decisions (Hikamudin, 2018).

Despite having very high popularity, however, the test is not reliable enough to be used to determine the learning needs and developmental achievements or learning outcomes of students. The test produces numerical values that can be analyzed using two references, namely, normative references and benchmark references (Benedict et al., 2017). When

normative references are used, the teacher will obtain information about the classification of students based on ranking (Alfath, 2019). Meanwhile, if a benchmark is used, the teacher needs to determine the minimum completeness criteria (KKM) (Magdalena et al., 2020). The two references in fact cannot be used properly to analyze student needs. For example, students who are very competent in certain subjects do not necessarily get good rankings because they are weak in other subjects. These competencies may be caused by pleasure so that needs analysis is difficult to do.

Academic fraud is one of the factors that cause analysis of the development and learning outcomes of students cannot be carried out (Nursani & Irianto, 2013). This behavior can appear when the assignment is not to the student's readiness. Students with high achievement motivation but low readiness have a greater potential to commit fraud. Therefore, this behavior makes academic achievement difficult to identify.

The Motivating School Program is an effort by the government of the Republic of Indonesia to improve the quality of education in Indonesia (Pantiwati, 2016). According to the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 162/M/2021 concerning the Motivating School Program, in general, this program aims to encourage the transformation process of educational units to improve the learning outcomes of students holistically both from the aspect of cognitive competence. and non-cognitive (character) to realize the profile of Pancasila students.

More specifically, this program aims to improve competence and character by the profile of Pancasila students (Rachmawati et al., 2022). One of the efforts that can be made by schools to achieve these goals is to implement learning with a new paradigm. A concept is described as a form of learning that is oriented towards strengthening competence and character by the profile of Pancasila students. Learning with the new paradigm is designed based on the principle of differentiated learning so that each student can learn according to their needs and stages of development.

To learn according to their needs and stages of development, teachers need to make adjustments to both formative and summative assessment activities. However, the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia number 21 of 2022 concerning educational assessment standards in early childhood education, basic education levels, and secondary education levels have not provided a technical description of the procedures. assessment that can be done by the teacher(Patilima, 2022).

The assessment is designed by the teacher and can be carried out by the function with the flexibility to determine the technique and timing of the assessment to be effective in achieving learning objectives (Broadfoot & Black, 2004). By the teacher, the assessment must be designed in a fair, proportionate, valid, and reliable way to explain learning progress and determine decisions about the next steps. Although several explanations have been obtained, the relevance of the assessment to the new learning paradigm has not been described. This may make it difficult for teachers to design assessment activities when they have applied the

principles of learning with a new paradigm. This article aims to propose an assessment procedure that can be carried out by primary and secondary education teachers when implementing a new paradigm of learning using a differentiated learning concept approach. The proposal is expected to provide an overview of the assessment procedure in learning the new paradigm systematically so that the relevance of the concept of implementing learning with the new paradigm and differentiated learning can be understood.

Method

This article uses a literature review to describe the application of learning with the new paradigm to make it clearer so that it is easy for teachers to practice. Content differentiation is the first phase a teacher can take. Content differentiation is an effort to map students' learning needs through observations of three things, namely, (1) learning readiness, (2) interest, and (3) learning profile . These three aspects can be used either partially or adjusted with a combination of the three as the basis for practicing differentiated learning in the classroom. Tomlinson proposed an instrument called the equalizer (Tomlinson et al., 2003).

Gambar 1.1 *The Equalizer*

Fitur		Equalizer	
1	*Foundational* (mendasar)		*Tranformational* (berkembang)
2	*More structured* (terstruktur)		*More open* (terbuka)
3	*Simple* (sederhana)		*Compleks* (kompleks)
4	Fewer facets (lebih sedikit aspek)		More facets (lebih banyak aspek
5	Smaller leaps (lompatan yang lebih kecil)		Greater leaps (lompatan lebih besar)
6	*Concrete* (nyata)		*Abstract* (abstrak)
7	Slower (lambat)		Quicker (cepat)
8	Less Independent (kurang mandiri)		More Independent (lebih mandiri)

Source: Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms.* Acid.

An equalizer is a tool that can be used by teachers to measure students' readiness in learning content. Through mapping needs based on student readiness, teachers can determine which groups need to receive instruction on foundational content (information) or groups that need to receive instruction on transformational (developing) content (information). Basic information in the literacy field can be in the form of sentence structure and paragraph structure, while in the numeracy field, basic information can be in the form of addition, subtraction, multiplication, and division of integers. On the other hand, for groups of students who have better readiness, the teacher can prepare more developed content such as story paragraphs, and case studies that require a combination of multiplication and addition to solve problems and others. Through this content, students are expected to be able to understand and apply basic concepts and ideas further.

Students' readiness can also be seen based on their behavior in learning content (Kearney, & Garfield, 2019). Some students may be better prepared to study abstract content or they are only prepared for concrete content. To learn abstract content, students need to

know concretely the information related to the content being taught. Abstract content includes the implications of meaning or the connection between materials. For example, a grade 1 elementary school teacher who wants students to know about a place called a zoo needs to provide concrete experiences and information by inviting students to visit. In contrast grade 5 or 6 students can get to know the zoo through information in the form of paragraphs or audio videos that are shown by the teacher.

Content differentiation can also be based on student interests and learning profiles. For example, when learning to recognize narrative texts, teachers can provide various story books in the library so that students can choose narratives according to their interests. Meanwhile, content differentiation based on student learning profiles can be adapted to their learning style. For example, showing audio videos for students with audio-visual learning styles and lab work for students with kinesthetic learning styles.

Process differentiation is the second phase a teacher can take. Process differentiation is an intervention in the form of assistance or adjustment to interactions between students. Help can be provided by the teacher in the form of guiding questions so that students can gradually learn independently. While the interaction between students can be represented in the form of collaboration (collaboration) between students in a study group. This condition is highly recommended for classes with a large number of students. These two things aim to build students' independence so that they can complete learning challenges both independently and in groups.

Several ways can be used to implement a process differentiation strategy, namely, (1) tiered activities, (2) guiding questions, (3) individual agendas, (4) time variations, (5) varied learning activities, and (6) grouping students individually. flexible (Morgan, 2014). The tiered activity is a joint effort to build understanding with different supports, challenges, and complexities. If there are difficulties, the teacher can assist in the form of guiding questions. To increase motivation, teachers can also provide challenges in the corner of interest that will encourage students to study topics that they like. To improve students' literacy skills, for example, teachers can give assignments to make essays according to their interests (Alfath, 2019).

Individual agendas contain general and specific tasks. General assignments are tasks that must be done by all students in the class, while special assignments are tasks that are given according to student needs. So that work results can be maximized, time variations can be given so that each student does not feel pressured to complete the task. In the classroom, teachers can also develop varied learning activities that support audio, visual, and kinesthetic learning styles and make flexible groupings according to readiness and interests.

Product differentiation is the third phase a teacher can take Product differentiation is related to what bills are expected to be met. The bill refers to what the student can show the teacher. One of the product characteristics is tangible and observable. In addition, the product must also have a clear rating scale so that the interpretation of numbers can be more objective. Some forms of products include test results (numbering), essays (literacy),

performances (characters), and others. It is important to emphasize that the product must reflect the student's understanding and learning objectives.

Diagnostic assessment

Diagnostic assessment in learning with the new paradigm is used to classify students based on their level of needs. Every subject teacher can use attendance as an effective instrument. They can give a sign to groups of students who are considered to have higher learning readiness and interest compared to other students. One student generally does not have the same readiness and interest in all subjects, therefore, schools can make attendance for each teacher for each subject. The goal is that the teacher can assign a specific code to each student. Table 1 is an instrument that can be used by teachers to carry out diagnostic assessments.

Table 1

Diagnostic assessment instruments

No	Differentiation	Classification	Scale
1	Content	Readiness	Basic – Develop Structured – Open etc.
		Interest	Literacy – Numeracy – Art – Sports and so on
		Study profile	Visual – Audiovisual – kinesthetic and so on
2	Process	Help	Minimum - Maximum
3	Product	Bill	Minimum - Maximum

Formative assessment

Student name (example)competencies. Feedback, improvement, and reflection are three important components that must be considered by teachers. The implementation of this assessment can be done by distinguishing the tasks carried out by each student according to their level of readiness. For that, the teacher needs to make at least 6 (six) questions with different complexity. Furthermore, students can continue the process of working on the next stage of the question.

Table 2

Classification of assignments based on student readiness

Number	Student name (example)	Student readiness and interest	Task (Example)	Working procedure	Task complexity
1	A	Low	Question number 1 & 2; 3 & 4; as well as questions number 5 & 6	Independent with great help	Low
2	B	Medium	Question numbers 3 & 4; 5 & 6 and 7 & 8	Independent with moderate assistance	Medium
3	C	High	Question numbers 5 & 6; 7 & 8; 9 & 10	Independent with low assistance	High

Students with low readiness and interest may need more time and more assistance to complete all assignments. For example, a student with the name A has 3 activities, namely (1) the first stage is working on questions number 1 & 2, (2) the second stage is working on assignments 3 & 4 and the last (3) is working on questions number 5 & 6. will get the same proportion of activities according to their needs. Therefore, when designing assignments, teachers should increase the proportion of assignments for students who have higher readiness and interest in these subjects.

Summative assessment

Summative assessment will produce data that can be used by teachers to decide whether students pass (successfully) or fail (unsuccessfully). Two things that can be used as references so that decisions can be made correctly are student intake and task complexity. Intake is the basic ability of students. Data on these basic abilities can be obtained when the formative assessment is completed. Tasks that have low complexity may be selected or used so that the potential for student success is greater. The complexity of the task can be calculated and analyzed using the following formula.

$$Item\ difficulty\ level = \frac{Number\ of\ questions\ answered\ correctly}{the\ number\ of\ questions}$$

Several questions Furthermore, the calculation results can be consulted with the following criteria.

Table 3
Task Complexity (question)

Criteria (percentage)	Predicate
0 – 29.9	Low
30 – 70.9	Medium
>71	High

Results and Discussion

In general, each class has a different number of students . And of course, every student has different learning needs (Johnston & Karafotias, 2016). Some of them may have a great interest in the field of numeracy, and others may have a great interest in literac). Differentiated learning is student-centered learning based on the results of their learning needs analysis. Several strategies can be used by teachers to conduct classroom teaching based on the three mappings of these needs, namely, (1) content differentiation, (2) process differentiation, and (3) product differentiation (Tomlinson, 2011).

Learning with a new paradigm is a term popularized by the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 162/M/2021 concerning the Motivating School Program. The regulation explains that the implementation of learning with the new paradigm can be carried out through several stages,

namely, (1) the use of a curriculum that is adapted to the aim of developing and strengthening competencies and characters that are by the profile of Pancasila students, (2) the application of learning by the stages of learning achievement of participants. students, (3) the use of various teaching tools including textbooks and lesson plans according to the characteristics of the education unit and students, and (4) learning through projects to strengthen the achievement of the Pancasila Student profile (Rusnaini et al., 2021) .

Conclusion

Needs and levels The results of the literature review show that the relevance of the concept of learning with the new paradigm and differentiated learning lies in the assessment program based on a differentiation strategy of content, processes, and products that are tailored to the learning needs and achievement of student development. The assessment procedure can be started with a diagnostic assessment and continued with a formative assessment and a summative assessment.

Content differentiation strategy can be carried out through an assessment process of students' readiness, interests, and profiles. The process differentiation strategy can be done through several things, namely, (1) tiered activities, (2) guiding questions, (3) individual agendas, (4) time variations, (5) varied learning activities, and (6) flexible grouping of students. Product differentiation strategy can be done through tests, portfolios, and performance assessments. An important requirement that needs to be considered in implementing product differentiation is that all student work must have a clear scale so that it can represent competence and learning objectives.

The assessment procedure in learning with the new paradigm can be started with a diagnostic assessment and continued with a formative assessment and a summative assessment. Content differentiation can be done through adjustments to, (1) readiness, (2) interest, and (3) learning profile. Information about these three things can be obtained through a diagnostic assessment. Process differentiation is related to how much assistance can be provided to students during the teaching process. The aid aims to foster student independence. Product differentiation is related to the bills assigned to students.

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