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ANALYSIS OF STUDENT CHARACTERISTICS THROUGH NON- COGNITIVE DIAGNOSTIC ASSESSMENT AS THE BASIS FOR THE IMPLEMENTATION OF DIFFERENTIATED LEARNING IN GRADE IV OF ELEMENTARY SCHOOL

Eneng Ani Wiliani¹, Mudopar²

^{1,2}Universitas Swadaya Gunung Jati, Cirebon, Indonesia

*Corresponding author: enenganiwiliani@gmail.com

Abstract

Non-cognitive diagnostic assessment has become the main concern to find out how the characteristics of each student are, this is an effort to improve learning outcomes that are centered and on the side of students, so that students can be facilitated according to their characteristics. This article reviews the importance of using non-cognitive diagnostic assessments that aim to create a differentiated learning environment, learning facilitated by educators according to the characteristics of each learner, this can support the improvement of all the potential that students have, because each learner has their own uniqueness, and they have the right to succeed in their education. So it is very important for educators to know what the characteristics of the students they will face.

Keywords: *Non-Cognitive Diagnostic Assessment, Characteristic, Differentiated.*

INTRODUCTION

The Ministry of Education stated that the goal of education in Indonesia is to develop learning that supports students, learning that liberates the mind, and education that maximizes the potential of students. Differentiated learning is one of the strategies to meet the learning needs of students. To determine the learning style profile of students, a diagnostic assessment is carried out at the beginning of learning (Yani et al., 2023).

Diagnostic assessment is an assessment carried out by teachers specifically. The teachers identified such as the competencies, strengths, and weaknesses of students in the process of learning activities. With this identification, teachers can design learning activities according to the competencies and conditions of students. In its application, diagnostic assessments are carried out by teachers at the beginning of learning activities, this is done so that teachers know their initial competencies and can monitor the learning development of students from cognitive and non-cognitive aspects. The results of the diagnostic assessment can be used by teachers as a tool to map the learning needs of students. That

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Diagnostic assessments are divided into two, namely cognitive diagnostic assessments and non-cognitive diagnostic assessments. The following is an outline of cognitive diagnostic assessment, which is an assessment carried out by teachers at the beginning and end of the learning activity process to monitor how far students can understand the learning material being studied, this assessment can be referred to as formative assessment, cognitive diagnostic assessment can also be carried out by teachers in the middle or end of the semester in the form of an exam, or commonly referred to as summative assessment. However, in this article, the researcher will discuss non-cognitive diagnostic assessment in more depth. Non-cognitive diagnostic assessment is the process of collecting information about characteristics and conditions that are not related to students' intellectual abilities. (Putro et al., 2023) added that non-cognitive diagnostic assessments are carried out to explore knowledge of social situations, backgrounds, learning styles, and students' interests or talents. The scope of this non-cognitive diagnostic assessment is usually related to characteristics, learning styles and development that are not related to the intelligence or academic ability of students. Examples of non-cognitive diagnostic assessments include the evaluation of students' emotional maturity, students' social skills, students' intrapersonal skills, to find out how the characteristics of students can achieve learning outcomes.

In the application of non-cognitive diagnostic assessment, it can be carried out in various ways, such as through interviews, tests, and observations both to direct students and to someone close to the student such as his close friends in class, parents and caregivers. This is in accordance with the purpose of non-cognitive diagnostic assessment, which is important for teachers to know how students manage their emotions and social interactions at home and in the classroom, which from both things can find out how the characteristics of the students are. The results of non-cognitive diagnostic assessments can be used to help students develop their social and emotional skills. In addition, non-cognitive diagnostic assessments are also useful for students to be able to manage problems that are likely to be faced by students in the future, so that students can live and manage their emotions stably and purposefully so that they have a positive impact on themselves and others. Therefore, non-cognitive diagnostic assessments are very important for teachers to be able to achieve

differentiated learning outcomes so that they are on the side of students, according to the characteristics of each student. Learning style is an individual's tendency to receive, process, and understand existing information or learning materials at school (Mustari, 2022). The learning styles referred to in this study focus on three auditory, visual, and kinesthetic learning styles to become the basis of reference for teachers in facilitating differentiated learning of content, processes, and products. Differentiated learning is learning that adjusts to the characteristics, interests, learning styles, social-emotional, tribal, and socio-economic of students, so that learning outcomes are achieved. Differentiated learning can also facilitate the needs of each student through media, methods and strategies chosen by the teacher in facilitating the needs of each student. That way, teachers can understand that in facilitating the needs of students vary, according to (Sugianto et al., 2023) it is necessary to arrange lesson materials, activities, and daily tasks both at school and at home in variations based on the student's learning style.

One of the main factors that affect learning is the characteristics of students which include initial knowledge, learning styles, learning strategies, motivation, and interests (Fatonah, 2022). Teachers are expected to facilitate learning based on students' abilities and student characteristics, so that students can learn according to their capacity, learning is more fun, interesting, and in-depth.

Based on the results of observations in grade IV of SDN Taman Kalijaga Permai, Cirebon City when PPL immediately carried out learning and had not conducted a non-cognitive diagnostic assessment, so that the media, models and strategies that used by researchers as teachers is not appropriate, this has an impact on the activeness of students and they are less enthusiastic about learning. The purpose of this study is to determine the implementation of non-cognitive diagnostic assessment as a basic reference for differentiated learning in grade IV of elementary school.

METHOD

The non-cognitive diagnostic assessment research conducted by the researcher in Class IV of SDN Taman Kalijaga Permai used the questionnaire distribution method, because all students in grade IV could write and read, so the researcher distributed the questionnaire "All About Me" to students one by one based on the questionnaire as follows:



Pict. 1 : Angket Asesmen Diagnostik Non-Kognitif

Before the researcher carried out the assessment, the researcher prepared a questionnaire according to the number of students, namely 28 people, prepared documentation, and played relaxis music to facilitate students when filling out the questionnaire to calm down, and focus on themselves. Then the results of the questionnaire that have been filled out are collected and analyzed by the researcher so that a conclusion is obtained. However, the researcher not only disseminated the questionnaire, the researcher also obtained supporting data with observations when the classroom teacher carried out the learning, and coordinated with the principal regarding the assessment and observation that the researcher had carried out, so that the collected data became more accurate.

The validity of the data in this study uses triangulation techniques, according to (Octaviani & Sutriani, 2019) triangulation, which is a technique for checking the validity of data that utilizes something else. The triangulation technique to test the credibility of the data is carried out by checking the data to the same source with different techniques. If data is found that is different from the three techniques above, then the researcher needs to discuss it with the relevant data source. The following is an illustration in the image adapted from (Alfansyur & Mariyani, 2020):



Tabel 1: Triangulation of Data Sources

Tringulation in this analysis uses a source technique by comparing and rechecking the degree of confidence of an information obtained through different times and tools in qualitative research.

RESULTS AND DISCUSSIONS

In the implementation of a learning process, it is not uncommon for teachers to find various kinds of events or phenomena that are unique to students. There are students who can understand learning quickly, some are slow, there are students who are very active in participating in lessons, there are also students who are less active (passive). There are students who like to sit quietly and listen to their teachers tell stories and explain, there are also students who don't want to stay in class for a long time and like to go in and out of class, some like to do their own assignments, and some like to ask questions because they lack confidence. Various phenomena that occur are of course caused by several factors. The factors that emerge from within the students include the characteristics, motivation to learn, and the learning style of the student. Emotions are symptoms of feelings that are accompanied by a change or physical behavior (Sunarto, 20016: 26). Every child has their own emotional needs. These emotional needs include the need to be loved, feel appreciated, feel safe, feel competent, and the need to optimize their competencies. If these

emotional needs are met, it will be able to improve a child's ability to manage his emotions. (Budimanjaya: 2017). By knowing and understanding the phases of emotional development in children, it is hoped that there will be no more mishandling in dealing with and facilitating the uniqueness between students in the classroom by a teacher.

The results of the analysis of non-cognitive diagnostic assessments in grade IV of SDN Taman Kalijaga Permai using the distribution of questionnaires made it easier for researchers to be able to group students in the learning process according to their characteristics, learning styles and initial abilities of each student. There were 27 students observed, it can be concluded that most of the students had more initial abilities in PJOK and Mathematics subjects, after returning from school they were more interested in playing Mobile/Watching TV, they expect a good, humorous, and friendly teacher, they are interested in group learning styles, and how to learn by watching. Some students at home have an emotional closeness with their mothers, they like to get along because most of them have extroverted personalities, the emotional form they often feel is not stable, but in the classroom there is no more bullying, they are mostly Javanese and the socio-economic is middle to upper. The following are the results of the analysis based on the grouping of each answer:

Interest Diagram :

1. Based on "I Like Lessons the Most" to find out what students' strengths in what subjects:



Fig. 1: "I Like Lessons the Most"

2. Based on "my activities after school" to measure students' activities at home:



Fig. 2: "my activities after school"

3. Based on "I Like the Teacher" to find out what students want about what kind of teacher they expect:



Fig. 3: I Like the Teacher

Learning Style Diagram

1. Based on "learning activities that I like" to find out what kind of learning style students want:



Fig. 4: learning activities that I like

2. Based on "my favorite way of learning" to find out kinesthetic, auditory and visual students:



Fig. 5: learning activities that I like

Social-Emotional Ability Diagram (KSE)

1. Based on "who accompanies me to study" to find out how close students are to their families at home:



Fig. 6: "who accompanies me to study"

2. Based on "How Many My Friends" through students mentioning the names of their best friends, this is to find out whether the students are either introverted or extroverts:

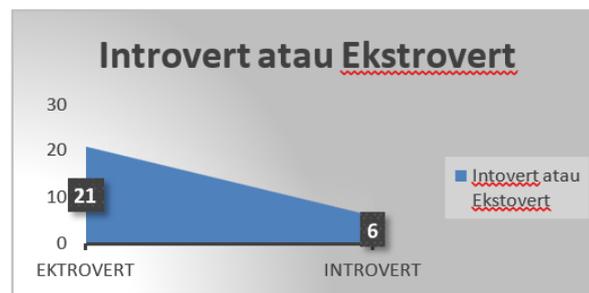


Fig. 7: "How Many My Friends"

3. Forms of Emotions that are often experienced, to find out the types of emotions that are often experienced by students so that they can be overcome appropriately:

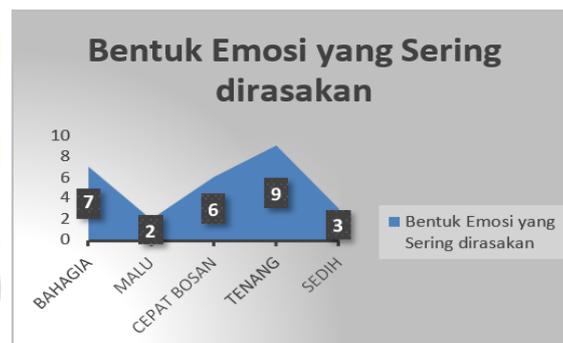


Fig. 8: Forms of Emotions that are often experienced.

Based on Ethnicity and Socio-Economy

1. Tribe, to find out how many tribes there are in the class so that it can be adjusted to the tribe of students so that learning is more relevant:

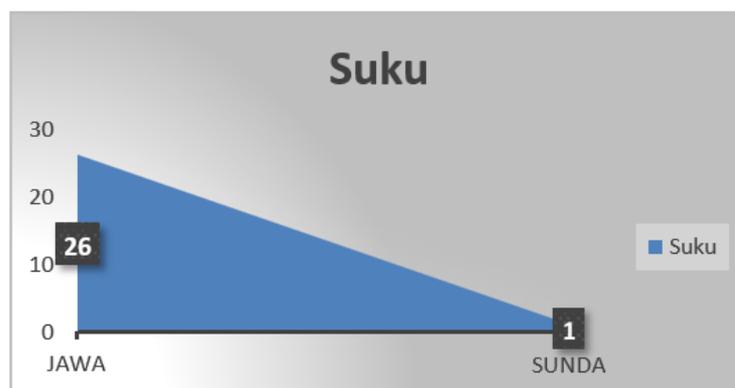


Fig. 9: Tribe

2. Socio-Economic, to find out how the economic ability of students:

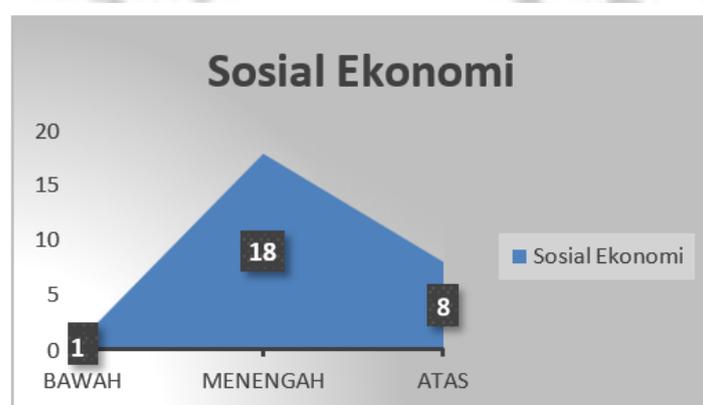


Fig. 10: Socio-Economic

Based on the results of the non-cognitive diagnostic assessment above, teachers can identify the characteristics of students based on their interests, learning styles, social-emotional abilities, tribe and socio-economic skills. So that teachers can design learning in the form of media, models, and strategies according to the needs of students by differentiating, this can make it easy for students to understand the material presented. Characteristics, learning styles, interests and social emotions are very closely related to a person's personality, which is externally influenced by their education and development in childhood, so how students can absorb information and materials well. That way, teachers' teaching styles, and the characteristics of students are closely related, mutually supportive, and greatly determine the success of teaching and learning (Sari, 2020). Differentiated learning according to the needs of students can create a deep and relevant learning process, so that learning outcomes can be achieved.

Results should be clear and concise. The results should summarize (scientific) findings rather than providing data in great detail. Please highlight differences between your results or findings and the previous publications by other researchers.

CONCLUSION

Based on the results of the above description, it can be concluded that the analysis of non-cognitive diagnostic assessments of grade IV students is:

- Of the 27 students, there are 21 people who are humble because they have many friends, and 6 people are introverts, because they only have one or two friends, they have not been able to interact much with their other friends, so this is a concern to bring students closer to each other takes enough time, so that a good emotional closeness is established so that they can love each other, care for each other, and protect each other.
- Of the 27 students, there were 2 students with visual learning styles, 2 students with auditory learning styles and 23 students with kinesthetic learning styles.

From the results above, it can be a basic reference and makes it very easy for teachers to determine learning methods and models according to the characteristics of each student so that learning can be carried out by differentiation, so that students can participate in learning full of enthusiasm and achieve deep, meaningful and relevant learning outcomes because students are facilitated according to their needs, so that they can continue to the next material.

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