Volume 15 Number 2 (2023)
July-December 2023
Page: 1139-1154

E-ISSN: 2656-9779
P-ISSN: 1907-6355
DOI: 10.37680/qalamuna.v15i2.3655

QALAMUNA
JURNAL PENDIDIKAN, SOSIAL, DAN AGAMA

Assessment Evolution: Crafting Diagnostic Tests to Empower the Independent Curriculum in English Education at MTs Negeri 5 Brebes

Ma'mun Hanif [1]

[1] Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, Indonesia; mamunhanif63@gmail.com

Received: 30/08/2023 Revised: 29/11/2023 Accepted: 03/12/2023

Abstract

Diagnostic tests are essential in the English language curriculum for Class VII at MTs Negeri 5 Brebes, especially within the framework of an independent curriculum. This research, employing a Research and Development approach and adapting the ADDIE model, aimed to explore these tests' implementation, design, and development. Engaging 32 students, the study focused on the feasibility of diagnostic tests for 'My School Activities' material, utilizing the V Aiken formula for data analysis. The research revealed that while diagnostic tests under the independent curriculum align with previous curricula (KBK, KTSP, 2013), they uniquely emphasize cognitive and non-cognitive diagnostics. The design of these tests is detailed, starting from Phase D English learning outcomes to validation of test question instruments. Notably, the development of the diagnostic test model proved effective for use in Class VII English subjects, as evidenced by high validation results, achieving a V score of 0.81 in the range of 0.80-1.00. This comprehensive model includes independent curriculum structure, English language learning, differentiated learning, teaching aids, and assessment methods. The study underscores the importance of diagnostic tests in identifying individual learning needs, thus supporting differentiated learning and enhancing the overall educational experience for students in English language learning.

Keywords Diagnostic Test; Independent Curriculum; English

Corresponding Author
Ma'mun Hanif
Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, Indonesia; mamunhanif63@gmail.com

Published by Institut Agama Islam Sunan Giri (INSURI) Ponorogo; Indonesia
Accredited Sinta 2

1. INTRODUCTION

Diagnostic tests play a crucial role in English learning within the independent curriculum, as they gather data about students' abilities or performance in a specific content or learning material. This is carried out at various stages: at the beginning, during the learning, and at the end. The primary goal of diagnostic tests is to identify or understand the characteristics, competency conditions, strengths, and weaknesses of students' learning models. This allows for designing learning experiences tailored to the diverse competencies and conditions of the students (Kepmendikbud No.719/P/2020). The function of diagnostic tests is to map, evaluate strengths and weaknesses, and design learning strategies that meet the learning needs of students (Tang & Zhan, 2021). Thus, the results of diagnostic tests can assist teachers in implementing differentiated learning performance in the classroom in terms of content, process, and products developed within the independent curriculum.

The above explanation highlights diagnostic tests' significant importance and usefulness in English learning within the independent curriculum. Although beneficial, there is a disparity in practice. Some English teachers understand and implement diagnostic tests effectively, while others do not. This is because diagnostic tests, both cognitive and non-cognitive, are relatively new developments in the independent curriculum, and many teachers are still unfamiliar with their use.

Initial surveys on implementing diagnostic tests in English learning at various MTs in Brebes District show that only about 65% of teachers carry them out effectively, adhering to such tests' principles, characteristics, steps, and forms. Consequently, 35% of teachers have not yet been able to develop and implement diagnostic tests effectively.

This is corroborated by research conducted by Antika, Sasomo, and Rahmawati, which indicates that teachers still struggle to comprehend diagnostic tests within the independent curriculum, ranging from the creation of instruments, implementation, and evaluation outcomes to subsequent actions. Similarly, Maulana and Rusilowati (2022) found that many teachers face difficulties in implementing diagnostic tests, as evidenced by the scarcity of diagnostic test instruments for the independent curriculum, both cognitive and non-cognitive.

English teachers at MTs Negeri, 5 Brebes in Central Java Province, also face challenges executing diagnostic tests within the independent curriculum. Therefore, it is necessary to find solutions, including conducting research focused on developing diagnostic tests in applying the independent curriculum.

Diagnostic tests are a key development in assessing the independent curriculum due to their theoretical and practical advantages. As explained below, the theoretical benefits can be seen from their definition, objectives, functions, benefits, types, and characteristics.

The term "diagnostic test" derives its meaning from the Greek word "diagignoskein," which translates to accurately knowing and deciding a course of action (Rupp, Templin, & Henson, 2010, p. 1). The term "diagnostic" originates from the word "diagnosa," a concept borrowed from medicine, defined as identifying a disease based on its symptoms. In educational science, diagnosis is an initial examination to identify students' learning difficulties during the educational process, enabling the provision of appropriate interventions (Depdiknas, 2007). Consistent with this notion, Arikunto (2011, p. 34) interprets a diagnostic test as a measurement tool to identify students' weaknesses in the learning process, thereby facilitating appropriate interventions. Anggraena and Ginanto (2022) define a diagnostic test as assessing students' weaknesses in mastering specific materials or competencies. A diagnostic test is a specific test conducted to identify students' competencies, strengths, and weaknesses, allowing for the design of learning experiences tailored to their competencies and conditions (Kepmendikbud No.719/P/2020). From these descriptions, it is understood that a diagnostic test is used to identify problems and weaknesses of students in mastering competencies during the learning process, thereby finding appropriate methods to address these issues.

The objective of diagnostic tests is to determine the learning phase to align with the needs and characteristics of the students. Anggraena and Ginanto (2022) argue that diagnostic tests aim to identify students' weaknesses in mastering specific materials or competencies. Rohmadi (2022) states that diagnostic tests aim to diagnose students' basic abilities at the beginning of learning. Purwanto (2016) explains that diagnostic tests are intended to provide information about the causes or errors experienced by students during learning and can be used as a tool for teachers to identify parts of the material that need to be addressed. Zhongbao Zhao (2013) describes the purpose of diagnostic tests as a means to review students' learning outcomes and assist educators in determining the follow-up actions required by the students. Sufyadi (2021, p. 22) states that diagnostic tests aim to diagnose students' basic abilities, understand their initial conditions, and identify their competencies, strengths, and weaknesses. The results are used by educators as a reference in planning learning activities according to the needs of the students. From these descriptions, it is understood that the purpose of diagnostic tests is to diagnose students' basic abilities, thereby assisting teachers in identifying weaknesses in the mastery of learning materials.

The function of diagnostic tests, according to Cahya (2022, p. 3), is to determine the level of student's mastery over the learned material, ascertain whether prerequisite materials have been mastered, categorize students based on their ability to grasp upcoming lessons and identify learning difficulties to determine the appropriate methods for addressing or guiding students. Hadi (2015, p. 169) mentions two main functions of diagnostic tests: identifying problems or errors experienced by students and planning subsequent actions in the form of solutions tailored to the identified issues or errors. The function of diagnostic tests for students is to enable educators to understand the source of students' problems and determine recommendations suitable for those weaknesses (Brookhart, 2011, p. 130; Mardapi, 2012). Tang & and Zhan (2021) describe the function of diagnostic tests as mapping, evaluating strengths and weaknesses, and designing learning strategies that meet the learning needs of students. From these descriptions, it can be understood that the function of diagnostic tests is to determine the level of material mastery, identify learning difficulties, map and evaluate strengths and weaknesses, and design learning strategies that align with the learning needs of students.

The benefits of diagnostic tests, as outlined by Supardi (2020, p. 14), are utilized by teachers to diagnose student issues. The advantage of diagnostic tests is identifying students' weaknesses in mastering specific materials or competencies. Mahfud (2022, p. 2) states that diagnostic tests detect the causes of deficiencies or weaknesses in students' mastery of subject matter, thereby serving as a basis for providing appropriate and targeted interventions. By using diagnostic tests, teachers can evaluate students' abilities individually, determine their initial ability levels, and design learning strategies tailored to the needs of the students (Darmiyati, 2007; Setiawan, Nuri, & Faoziyah, 2022). Mardapi (2012) suggests that diagnostic tests are beneficial for identifying learning difficulties faced by students, including misconceptions. Risqia (2022) highlights three benefits of diagnostic tests: planning efficient learning, obtaining comprehensive information about students (strengths, difficulties) in learning, and establishing a baseline for further learning assessment. From these descriptions, it can be understood that diagnostic tests are utilized for planning and obtaining information about students' strengths and weaknesses and thus can be used to determine learning strategies that meet the needs of the students.

According to Komalawati (2020), there are two diagnostic tests: cognitive and non-cognitive. Cognitive diagnostic tests refer to a set of diagnostic procedures that are cognitively based and aim to reveal the strengths and weaknesses of students about their knowledge structure and skills. These tests are designed to diagnose students' basic abilities in a subject topic. They can be conducted routinely or periodically at the beginning of learning after the teacher has finished explaining and discussing the topic and at other times. Cognitive diagnostic tests can be either formative or summative. Non-cognitive diagnostic tests, as described by Mustika Hati (2021), aim to determine students' emotional and psychological readiness to engage in learning. Rohmadi (2022) notes that non-cognitive diagnostic tests are conducted to assess students' activities while learning at home, considering their family conditions.

The principles of diagnostic tests, according to Sun, Yuan & Suzuki, and Masayuki (2013), encompass five key aspects that highlight their strengths and weaknesses: (1) Diagnostic tests are not merely for diagnosing students in a particular learning context but can vary according to their use; (2) The diagnostic test instruments should be designed to be easily understood, targeted, and efficient, thus facilitating teachers in correcting the test results completed by students; (3) Scoring in diagnostic tests is challenging as it must incorporate diverse expert opinions; (4) The evaluation in these tests should include preliminary research on the test targets, the media used, and expert decisions related to the diagnostic tests; (5) The diagnostic tests presented must relate to upcoming material. According to Alang (2015, p. 4), there are four principles of diagnostic tests: (1) They should be directed towards formulating methods of improvement; (2) They must be efficient in resolving students' learning difficulties; (3) They should be valid and reliable, meaning the instruments used must measure what they are intended to measure (valid) and should be dependable (reliable); (4) Diagnostic testing should be continuous to improve or enhance the effectiveness and efficiency of the learning improvement program. From the above descriptions, it is understood that the principles of diagnostic tests include using tests for learning improvement, ensuring test instruments are valid and reliable, aligning tests with the taught material, and maintaining continuity.

According to Mardapi (2012), diagnostic tests can take the form of both formative and summative tests. Formative tests aim to gather feedback on the success of the learning process implementation. Diagnostic tests refine learning strategies and are conducted periodically throughout the semester. The learning objectives or the students' competency standards select the test content. Summative tests are administered at the end of a lesson or unit. The results of diagnostic tests are used to determine students' learning success in a particular subject. There are four diagnostic test questions: one-tier (single-level), two-tier, three-tier, and four-tier (Rusilowati, 2015).

Regarding the types of test questions, Mardapi (2012) identifies two forms: choice and descriptive. Choice questions include multiple-choice and true/false formats. Descriptive questions can be objective or subjective. In objective descriptive tests, there is only one correct answer, whereas in subjective descriptive tests, answers are broad and can vary depending on the test taker's argumentation. Haerazi, Rahman, and Irawan (2022) suggest that diagnostic tests can also be test questions, observations, and interviews about students' abilities and performance. From the above descriptions, it is understood that their format and question types can categorize diagnostic tests. The formats of diagnostic tests can be formative or summative, while the question types include choice and descriptive. Choice questions can be multiple-choice or true/false, and descriptive questions can be objective or subjective. Other formats include observations and interviews about students' abilities and performance.

Characteristics of diagnostic tests, according to Wahyuningsih (2013, p. 144), include three key features: (1) specific and limited topics or materials; (2) the material tested is difficult for students to understand; (3) the implementation of diagnostic tests occurs during the learning process, and if the results show low understanding of the material, the teacher must identify the causes of the student's shortcomings and provide the appropriate tests or treatments to improve their understanding of the material. Cahya (2022, p. 3) lists five characteristics of diagnostic tests: (1) low variability and flexible timing; (2) there is interpretation and follow-up planning. The questions given can be in the form of a reasoned Selected Response; (3) detecting students' learning difficulties, not for assessing “Pass” or “Fail”; (4) analyzing the source of students' errors or difficulties; (5) student dishonesty can obscure diagnostic results and their interpretation. From these descriptions, it is understood that the characteristics of diagnostic tests include: specific materials, implementation during the learning process, flexibility, and the ability to detect and analyze students' learning difficulties.

The steps of diagnostic testing, according to Sufyadi (2021), involve six stages in implementing diagnostic tests in the independent curriculum: (1) analyzing the report of students' learning outcomes (report cards) from the previous year; (2) identifying the competencies to be taught; (3) preparing assessment instruments to measure students' competencies, including written/oral tests and skills

(products, practice), and observation; (4) gathering information about students in aspects such as family background, motivation, interests, learning facilities, and other aspects as needed by the students/school; (5) implementation of assessment and processing of results; (6) diagnostic results become data/information for planning learning according to the achievement stages and characteristics of the students.

The steps for developing diagnostic tests, as outlined by Purnamasari (2012, p. 12), are as follows: (1) identify the basic competencies that have not been fully achieved; (2) determine the potential sources of problems; (3) decide on the appropriate form and number of questions; (4) prepare a question grid; (5) write the questions; (6) review the questions; and (7) establish the criteria for assessment.

Specifically for diagnostic tests, Risqia (2022) divides the stages of diagnostic tests into two categories: non-cognitive and cognitive. The stages of non-cognitive diagnostic testing include preparation, implementation, and follow-up. The preparation stage involves preparing tools such as pictures of emotional expressions and creating a list of questions and their keys. The implementation includes activities like providing emotional pictures and asking students to express feelings through pictures, writing, or stories. The follow-up involves identifying students' negative emotional expressions, inviting them for one-on-one meetings, determining follow-up actions, communicating with students, and repeating the cognitive test at the beginning of learning.

The practical advantages of diagnostic tests, as derived from previous research by Nasution (2021, p. 141), indicate that diagnostic tests can be used to diagnose basic abilities and understand the initial conditions of students. Tanjungsari (2012, p. 57) demonstrates that (1) diagnostic tests can assist students in overcoming difficulties and improving their ability to translate (linguistic knowledge), as shown by errors in interpreting the language of questions; (2) difficulties in using principles, including students' lack of mastery in My School Activities and their limited ability to understand My Class Schedule, My Online Class, and (3) challenges in explaining My Study Habits. Haerazi, Rahman, and Irawan (2022) show that diagnostic tests in English learning can be used to (1) evaluate the abilities of students individually, determine the initial level of ability, design appropriate learning strategies, and assess non-academic aspects; (2) diagnostic tests can be conducted using test methods, observation, or interviews to gather information about students' abilities in four language skills; (3) teachers can develop effective diagnostic test instruments by updating their knowledge, collaborating with colleagues, developing instruments that meet psychometric standards, and using a variety of diagnostic testing techniques; (4) teachers can involve students in the assessment process through reflective attitudes in the implementation of diagnostic testing.

Building on these theoretical and practical advantages, it is evident that diagnostic tests are a crucial part of the independent curriculum. They aid teachers in ensuring that English learning materials are delivered effectively in line with students' abilities, helping students achieve learning objectives effectively. Based on this background, I will choose the title, "Development of Diagnostic Tests in the Application of the Independent Curriculum for English Language Subject in Class VII at MTs Negeri 5 Brebes."

The research problems in this study are: (1) What is the nature of diagnostic tests in applying the independent curriculum for the English language subject in Class VII at MTs Negeri 5 Brebes? (2) What is the design of diagnostic tests in applying the independent curriculum for the English language subject in Class VII at MTs Negeri 5 Brebes? (3) How is the diagnostic test model developed for applying the independent curriculum deemed suitable for the English language subject in Class VII at MTs Negeri 5 Brebes for the second semester of the 2022-2023 academic year?

This study is designed to explore the diagnostic tests implemented in the independent curriculum for the English language subject in Class VII at MTs Negeri 5 Brebes. It delves into the intricacies of the design and methodology of these diagnostic tests. It analyzes their development to ensure suitability for the English language curriculum at MTs Negeri 5 Brebes, specifically for the second semester of the

2022-2023 academic year.

The research holds significant theoretical and practical value. Theoretically, it contributes to expanding knowledge in English language learning within madrasahs. Practically, it offers benefits across the educational spectrum. For students, it provides insights into their prerequisite abilities before engaging with the My School Activities material. It supports understanding and mastering this material, including concepts from My Class Schedule and My Online Class. Teachers benefit from this study by broadening their understanding of diagnostic tests within the independent curriculum and enhancing their skills in differentiated English language teaching, covering various aspects from content and materials to process skills and product development. For Madrasahs, particularly MTs Negeri 5 Brebes, this research facilitates the adaptation of differentiated learning through both cognitive and non-cognitive diagnostic tests within the independent curriculum framework. It also enables these institutions to apply these diagnostic tests to tailor the learning experience to the student's readiness, learning styles, or interests, ultimately aiming to improve the quality of education and student learning outcomes.

2. METHOD

This research is categorized as a Research and Development (R&D) study, specifically focused on the development of diagnostic tests. The developmental model employed in this research adapts the ADDIE model from Dick and Carry, a comprehensive approach that encompasses five stages: Analysis, Design, Development, Implementation, and Evaluation (Dick, Carey, & Carey, 2005).

In this study, the research procedure extends up to the development stage, specifically estimating the validity of the product. The development process begins with the analysis phase, where learning achievements in the My School Activities unit are scrutinized. The research then moves into the design phase, formulating diagnostic test instruments. This involves creating a question grid, drafting test items, answer keys, and scoring methods. The questions are primarily designed in a multiple-choice format.

During the development phase, the test items, which have been meticulously crafted, undergo a validation process involving consultations with subject matter experts to estimate their validity and reliability. The experts in this study include three teachers: Nurjanah, S.Pd., Meli, S.Pd., and Muhaimin, S.Ag., as well as two lecturers from UIN K.H. Abdurrahman Wahid Pekalongan, Dr. Ahmad Ta'rifin, M.A., and Dewi Puspitasari, M.Pd.

The research subjects are 32 students from Class VII at MTs Negeri 5 Brebes. The object of the research is the feasibility of the diagnostic test on the My School Activities material, encompassing My Class Schedule, My Online Class, and My Study Habits. The feasibility of the diagnostic test is assessed based on its validity, practicality, and effectiveness. Validity refers to the quality criteria of the diagnostic test in terms of learning material alignment with state-of-the-art knowledge and consistent connectivity of all components (Nieveen, 1999). Practicality is evaluated based on teachers' and students' ease of use of the developed test instruments (Nieveen, 1999). The effectiveness of the diagnostic test is measured by the extent to which it influences students' mastery of the set learning objectives, with an effective diagnostic tool being one that positively impacts student learning completion (Uno, 2008).

Qualitative and quantitative data were collected in this research and development study. Qualitative data, presented descriptively, were gathered throughout the development process of the diagnostic test for the independent curriculum. This descriptive data primarily consisted of suggestions to refine the developed diagnostic test. The quantitative data provided insights into the test's validity, practicality, and effectiveness.

The research instruments included (1) a diagnostic test assessment sheet; (2) student and teacher response questionnaires with answer options ranging from "Strongly Disagree" (TS), "Disagree" (KS), "Agree" (S), to "Strongly Agree" (SS); (3) test methods incorporating both pre-tests and post-tests. The validity of the diagnostic test items was assessed through several criteria: (1) alignment of items with the learning content; (2) clarity of instructions; (3) clarity of question intent; (4) feasibility of item completion; (5) language appropriateness and adherence to English language norms; (6) avoidance of double-barreled questions; (7) simplicity and comprehensibility of language for students, using familiar terminology. The scoring criteria were: very good = 5, good = 4, fair = 3, poor = 2, and very poor = 1.

The validity analysis technique ensured that each test item appropriately measured the intended attributes according to indicators and that the test items comprehensively covered the measured content (Azwar, 2012). The content validity of the English language diagnostic test instrument utilized Aiken's V formula, based on evaluations from n experts. Aiken's formula is as follows:

$$V = \frac{\sum s}{n(c-1)}$$

Where:

V = Aiken's validity index

s = is the sum of the differences between each rater's score and the lowest possible score, calculated as r−lo

lo = is the lowest possible validity rating

c = is the highest possible validity rating.

r = represents the rating given by each evaluator.

n = is the total number of evaluators or raters

Where V is Aiken's validity index, s is the rating given by the evaluator, lo is the lowest validity rating (in this case, 1), c is the highest validity rating (here, 5), r is the rating given by the evaluator, and n is the number of experts. Retnawati (2016) states that if the V index is less than 0.4, the validity is considered low, between 0.4 and 0.8 as medium, and over 0.8 indicates high validity.

3. FINDINGS AND DISCUSSIONS

The outcome of this study is the development of a diagnostic test for the English language subject in Class VII at MTs Negeri 5 Brebes, tailored to the independent curriculum. This development was guided by the ADDIE procedure from Dick and Carry (2005), which is a comprehensive development model encompassing five stages: Analysis, Design, Development, Implementation, and Evaluation. However, this research focused only on the initial stage, the analysis. This stage involved thoroughly examining the existing curriculum and the specific needs of the students, laying the groundwork for subsequent stages of design and development. This focus on analysis ensures that the developed diagnostic test is closely aligned with the educational objectives and the learning context of Class VII students at MTs Negeri 5 Brebes, providing a strong foundation for future implementations and evaluations.

Analysis

The analysis was conducted through interviews with the English language teachers of Class VII at MTs Negeri 5 Brebes regarding the development of diagnostic tests in implementing the independent curriculum. The insights from these interviews are as follows:

Meli, S.Pd., an English teacher for Class VII, shared her perspective on diagnostic tests for the independent curriculum, stating,

> "Diagnostic tests in the independent curriculum are crucial as they represent a distinctive feature being developed. These cognitive and non-cognitive tests are conducted at the start of the learning process. Non-cognitive diagnostic tests are used to understand students' environmental conditions, learning readiness, and learning styles about differentiated learning. Cognitive diagnostic tests are designed to gauge the initial abilities of students regarding the English language content, especially My School Activities. Before the introduction of the independent curriculum, most teachers did not conduct diagnostic tests, focusing primarily on formative tests. If diagnostic tests were conducted, they triggered questions to introduce the next learning material, rather than written tests that go through creating grids, scoring criteria, and developing questions and answer keys" (interview, November 9, 2022).

Astiwi's account of diagnostic tests was confirmed by Hidayati, another English teacher at MTs Negeri 5 Brebes, who added,

> "Diagnostic tests have been conducted not only in the independent curriculum but also in the 2013 curriculum. However, they were primarily oral at the beginning of the learning process. The purpose is to assess students' initial ability concerning My School Activities, including My Class Schedule and My Online Class. Students' initial ability is the foundation for continuing with the My School Activities material" (interview, November 9, 2022).

The views of Nurjanah, S.Pd., and Meli, S.Pd. on the development of diagnostic tests in the independent curriculum were corroborated and reinforced by Muhaimin, S.Ag., a senior English teacher for Class VII at MTs Negeri 5 Brebes. He stated,

> "Diagnostic tests in English learning have been conducted since the KBK, KTSP, 2013 curriculum, and now in the independent curriculum. However, diagnostic tests are highly recommended in the independent curriculum at the beginning and throughout the learning process. The reason for using diagnostic tests in this curriculum is linked to differentiated learning. In this approach, students are grouped into three categories: visual, auditory, and kinesthetic. Additionally, these tests are used to assess the initial abilities of students in English, particularly in My School Activities. Until now, diagnostic tests were conducted as oral and written trigger questions on the blackboard. But in the independent curriculum, teachers must create diagnostic assessments with steps including planning tests from learning outcomes, ATP, determining indicators, creating grids, scoring criteria, diagnostic test questions, answer keys, and analyzing test results."

Reflecting on the insights shared by the three English teachers, it becomes clear that diagnostic tests have been a part of the educational landscape since introducing the KBK curriculum in 2004, followed by the KTSP in 2006 and the 2013 Curriculum. With the advent of the independent curriculum, the application of diagnostic tests has expanded. These tests are no longer confined to the start of the learning process but are integrated throughout. In the context of the independent curriculum, diagnostic tests play a crucial role in facilitating differentiated learning, being adaptively tailored to accommodate students' diverse learning styles, whether visual, auditory, or kinesthetic. Additionally, these tests are pivotal in gauging students' initial understanding of the My School Activities material.

This conclusion from the interviews is reinforced by the validation results from teachers and diagnostic test experts, the data of which are presented in Table 1.

Table 1. Validation Results of Diagnostic Test Questions for My School Activities

Item	Evaluator					S1	S2	S3	S4	S5	∑s	n(c-1)	V	Remarks
	1	2	3	4	5									
1	4	4	5	3	4	3	3	4	2	3	15	20	0,75	HIGH
2	5	4	5	4	4	4	3	4	3	3	17	20	0,85	VERY HIGH
3	4	4	4	4	4	3	3	3	3	3	15	20	0,75	HIGH
4	5	3	4	5	4	4	2	3	4	3	16	20	0,8	VERY HIGH
5	4	5	5	4	4	3	4	4	3	3	17	20	0,85	VERY HIGH
6	5	4	5	5	4	4	3	4	4	3	18	20	0,9	VERY HIGH
7	5	3	4	5	4	4	2	3	4	3	16	20	0,8	VERY HIGH
∑	32	27	32	30	28	25	20	25	23	21	114	140	5,7	
Avg.	4,57	3,857	4,57	4,286	4	3,57	2,86	3,57	3,29	3	16,29	20	0,81	VERY HIGH

Table 1 describes the validation results of the diagnostic test questions for "My School Activities" by validators across indicators 1-7. These indicators generally fall into the very high category, with a total score (∑s) of 114, an average score of 16.29, and an Aiken's V value of 0.81, which lies within the range of 0.80-1.00.

This very high category is distributed as follows: The indicator for the suitability of the question to the learning content received a score of ∑s = 15, with an average V value of 0.75, classified as high and within the range of 0.60-0.80. For the clarity of instructions for solving the questions, the score was ∑s = 17, with an average V value of 0.85, categorized as very high and within the range of 0.80-1.00. The clarity of the question's intent scored ∑s = 15, with an average V value of 0.75, also classified as high, falling within the range of 0.60-0.80. The feasibility of completing the question obtained a score of ∑s = 16, with an average V value of 0.80, categorized as high and within the range of 0.80-1.00. The suitability of the language used in the question, by Indonesian language rules, scored ∑s = 17, with an average V value of 0.85, classified as very high and within the range of 0.80-1.00. The indicator of whether the question contains double-barreled items received a score of ∑s = 18, with an average V value of 0.90, also falling into the very high category within the range of 0.80-1.00. Finally, the indicator for the simplicity and comprehensibility of the question's language for students scored ∑s = 16, with an average V value of 0.80, classified as high and within the range of 0.60-0.80. A comprehensive summary of the overall validation results is presented in Table 2.

Table 2. Summary of Validation Results for Diagnostic Test Questions of My School Activities

Item	Evaluator					S1	S2	S3	S4	S5	∑s	V	Remarks
	1	2	3	4	5								
Item1-7	32	37	32	30	30	25	20	25	23	21	114	0,81	VERY HIGH

Table 2 summarizes the analysis of the validation results for the diagnostic test questions of My School Activities by the validators, yielding a total score (∑s) of 114 and a V value of 0.81, categorized as very high, within the range of 0.80-1.00. The summarized data from the validators were input into the Aiken formula, resulting in the following calculation:

$$V = \frac{\sum s}{n(c-1)}$$

$$V = \frac{114}{140} = 0{,}81$$

Design

The design stage of this research focused on creating a diagnostic test instrument for the independent curriculum. This stage served as a platform for assessing the My School Activities diagnostic test, featuring questions that provide diagnosis and suggestions for each response option. During this phase, the product planning involved defining learning achievements, learning objectives, indicators, test item specifications (ATP), constructing the question grid, scoring techniques, test questions, answer keys, and validation sheets. Additionally, the review of the product and the results of its analysis are presented in Figure 1.

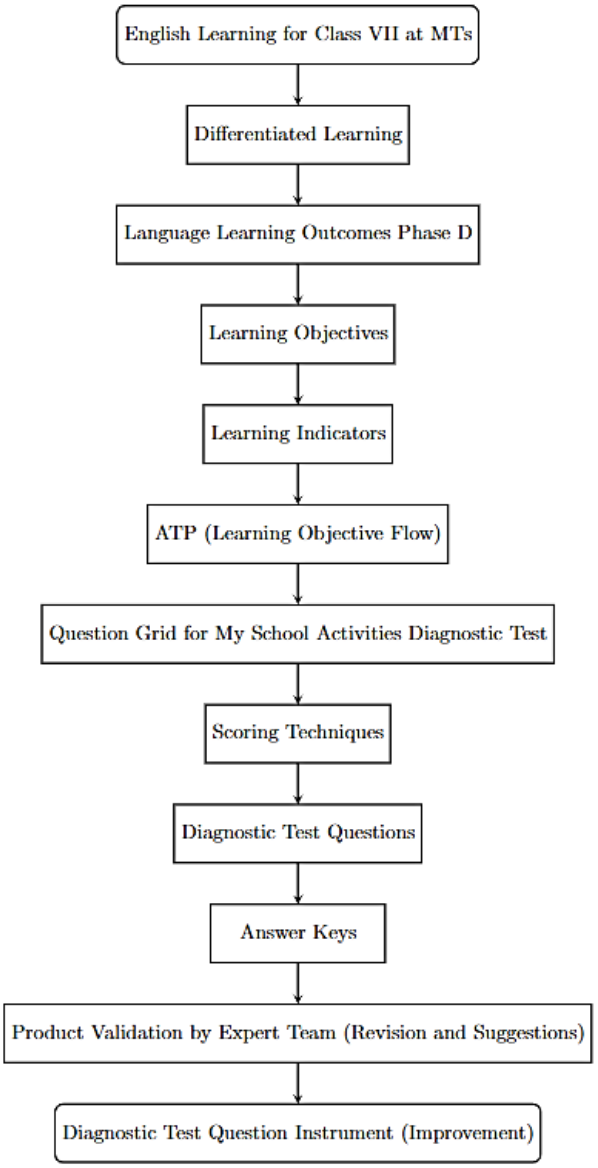

Figure 1. Design of Diagnostic Test Questions

Development

The development stage of the diagnostic test product, aimed at implementing the independent curriculum in the English language subject for Class VII at MTs Negeri 5 Brebes, is carried out after the analysis and design phases have been completed. The insights gained from these stages, comprising various suggestions and inputs from practitioners and experts, facilitated the development of a comprehensive model. This model encompasses the independent curriculum, its structure, teaching aids (including Learning Achievements, ATP, and Teaching Modules), assessments specific to the English language subject, assessment instruments, and the subsequent analysis of assessment results. The details of this process are elaborated upon in Figure 2.

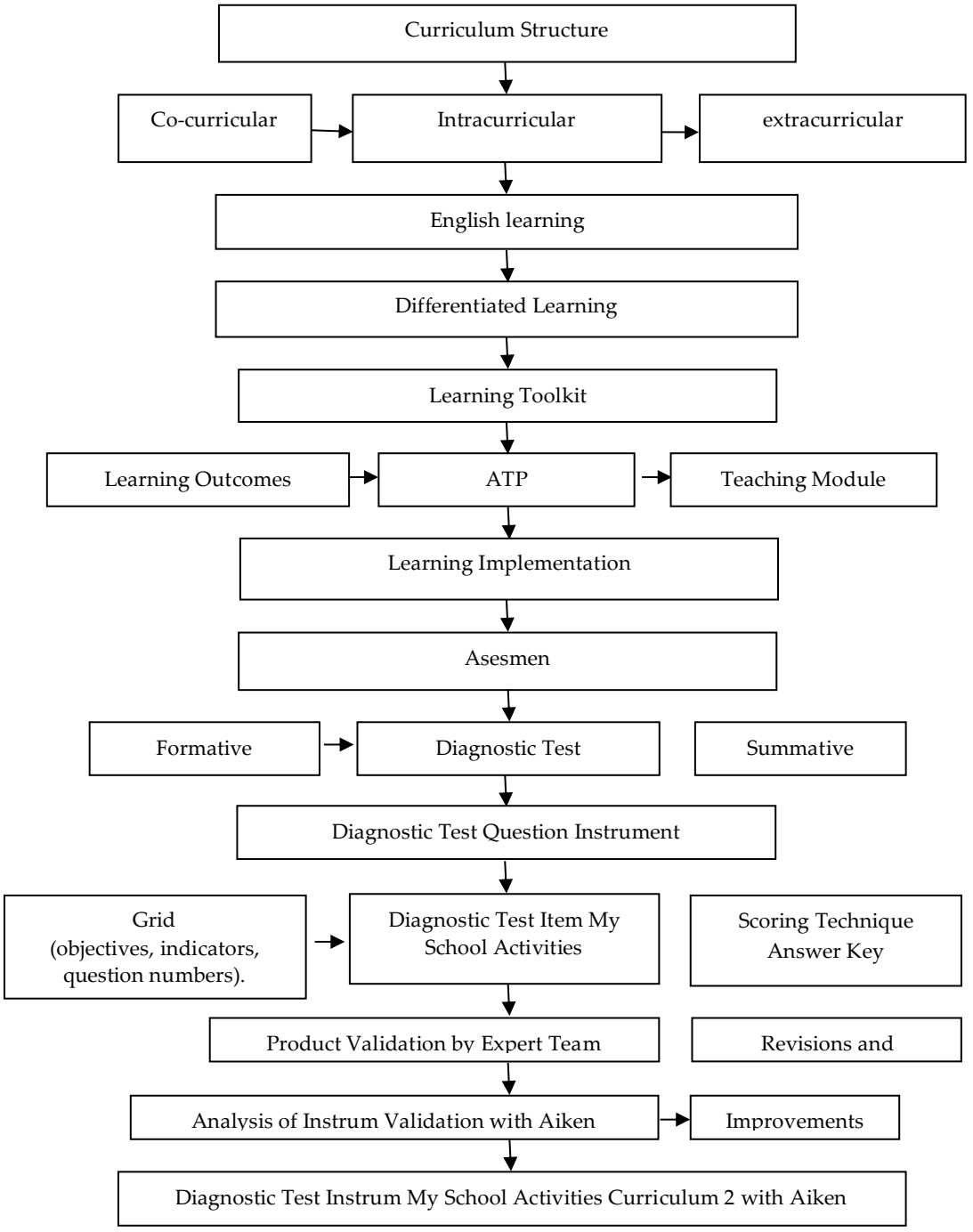

Figure 2. Design of the Development Model for My School Activities Diagnostic Test (Processed by Researcher, 2022)

Discussion

Based on the research findings, encompassing the analysis, design, and development of a suitable model, the discussion is presented as follows:

a. Diagnostic Testing in Implementing the Independent Curriculum for English Language in Class VII at MTs Negeri 5 Brebes.

Diagnostic testing in implementing the independent curriculum for Class VII English at MTs Negeri 5 Brebes has been conducted, following the patterns of previous curricula like KBK, KTSP, the 2013 curriculum, and now the independent curriculum. However, in previous curricula, there were weaknesses in creating instruments, ranging from objectives and indicators to grids, criteria, and analysis of questions and answers, which were often overlooked. The implementation of diagnostic tests was not adequately executed, and it was limited to oral questioning and serving as trigger questions for revising past lessons or introducing new material.

This is based on interviews with English teachers from Class VII at MTs Negeri 5 Brebes, who stated that there was not much difference in diagnostic testing between previous curricula and the independent curriculum. However, diagnostic testing for subjects like English is recommended in the independent curriculum due to its connection with differentiated learning. In the independent curriculum, emphasis is placed on learning outcomes in Phase D, making learning tailored to student needs. Successful differentiated learning requires both cognitive and non-cognitive diagnostic tests. These tests are expected to help teachers detect students' abilities in mastering the teaching material and understand their learning styles, whether visual, auditory, or kinesthetic.

The analysis of the validation results for the English diagnostic test on the My School Activities material achieved very high scores, with a V value of 0.81, falling in the range of 0.80-1.00. Of the seven assessed aspects, the highest validity was found in the indicator of questions not containing multiple queries, scoring 0.90 in the very high category. This should be maintained and developed as questions in diagnostic tests should be straightforward and not redundant. The lowest scoring indicators were the suitability of questions to the learning content and clarity of question intent, each scoring 0.75 in the high category. These indicators need improvement since compatibility with learning achievements, objectives, and clarity are crucial in diagnostic test question construction.

b. Diagnostic Test Design in the Implementation of the Independent Curriculum for English The design of the diagnostic test was derived from the analysis of needs and expert validation. Based on this analysis, the need for diagnostic testing arose from the demands of the independent curriculum related to differentiated learning. Diagnostic tests determine students' initial capabilities and learning styles, aiding their classification into visual, auditory, or kinesthetic groups. This validation was used as a basis to construct the design of the diagnostic test instrument, including English Learning Outcomes Phase D, learning objectives, indicators, ATP, grids, test questions, answer keys, and validation of the test instrument.

c. Developing a Suitable Diagnostic Test Model for the English Language Subject in Class VII at MTs Negeri 5 Brebes.

Building on the analysis of needs and the design of the diagnostic test for Class VII English in the independent curriculum, validated and received expert feedback, the findings were used as a foundation for improvement and refinement to ensure suitability.

From the design of the diagnostic test for the independent curriculum, eight stages were developed: English Learning Outcomes Phase D, learning objectives, indicators, ATP, grids, test questions, answer keys, and validation of the test instrument. From this design, the researcher developed a suitable diagnostic test instrument for the English subject in the independent curriculum, featuring components from the independent curriculum, curriculum structure (including co-curricular,

intra-curricular, and extracurricular activities), English language learning in Phase D, differentiated learning to understand student environments and learning styles (auditory, visual, and kinesthetic), teaching aids, English learning (including learning achievements, ATP, teaching modules), implementation of English learning, assessments (formative, diagnostic, and summative), and the English diagnostic test instrument, including grids (objectives, indicators, question numbers), diagnostic test questions for My School Activities, and scoring techniques.

4. CONCLUSION

This study's comprehensive research and analysis have led to several key conclusions regarding implementing diagnostic tests within the independent curriculum for the English language subject in Class VII at MTs Negeri 5 Brebes. The diagnostic tests, which align with earlier curricula like KBK, KTSP, and the 2013 curriculum, have been successfully integrated into the independent curriculum, specifically emphasizing cognitive and non-cognitive aspects. The design of these tests resulted in a well-structured model encompassing various components such as English language learning achievements in Phase D, clearly defined learning objectives, indicators, ATP, detailed question grids, test questions, answer keys, and a robust validation process for the test instrument. Significantly, developing the diagnostic test model for the independent curriculum has proven to be highly effective for use in the English language subject for Class VII at MTs Negeri 5 Brebes. This effectiveness is highlighted by the validation results of the English diagnostic test instrument for the My School Activities material, which scored a V value of 0.81, falling well within the desired range of 0.80-1.00. The diagnostic test model's comprehensive features, including the independent curriculum, curriculum structure, provisions for English language learning, differentiated learning approaches, various teaching aids, assessments in the English subject, and the diagnostic tests themselves, validate the model's efficacy. Additionally, the analysis of the validation results and the diagnostic test question instrument, complete with grids covering objectives, indicators, and question numbers, as well as the diagnostic test questions for My School Activities and scoring techniques, further attest to the model's robustness and applicability.

The development of the diagnostic test model for implementing the independent curriculum is suitable for use in the English language subject for Class VII at MTs Negeri 5 Brebes. This is evidenced by the very high results obtained from validating the English diagnostic test instrument for the My School Activities material, achieving a V score of 0.81, which falls within the range of 0.80-1.00. The features of the diagnostic test development include the independent curriculum, curriculum structure, English language learning, differentiated learning, teaching aids (achievements, ATP, teaching modules), assessment in the English subject, diagnostic tests, validation of diagnostic test instruments, analysis of the validation results, and the diagnostic test question instrument, comprising grids (objectives, indicators, question numbers), diagnostic test questions for My School Activities, and scoring techniques.

REFERENCES

Alang, S. (2015). Urgensi Diagnosis dalam Mengatasi Kesulitan Belajar. *Al-Irsyad Al-Nafs : Jurnal Bimbingan Dan Penyuluhan Islam*, *2*(1), 1–14. https://doi.org/10.24252/Aian.V2n1a1

Anggraena, Y., & Ginanto Yogi. (2022). *Kajian Akademik Kurikulum untuk Pemulihan Pembelajaran*. Jakarta: Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

Arikunto, S. (2011). *Penilian Pendidikan*. Bandung: Rineka Cipta.

Azwar, S. (2012). *Reliabilitas dan validitas*. Yogyakarta: Pustaka Pelajar.

Brookhart, S. M. (2011). *How to assess higher-order thinking skills in your classroom*. Alexandria: ASCD.

Cahya, G. (2022). *Pentingnya Assesmen Diagnosis agar Guru Mengetahui Kelemahan dan Kelebihan Peserta Didik*. Jakarta: Direktorat Sekolah Dasar Kemenristekdikbud.

Darmiyati, D. (2007). Implementasi Asesmen Diagnostik Dalam Upaya Meningkatkan Hasil Belajar Matematika Di SD Kota Banjarbaru Kalimantan Selatan. *Jurnal Pendidikan Dan Kebudayaan*, *13*(67), 509–531. https://doi.org/10.24832/jpnk.v13i67.376

Depdiknas. (2007). *Pedoman pengembangan tes diagnostik Sains SMP*. Jakarta: Ditjen Dikdasmen Depdiknas.

Dick, W., Carey, L., & Carey, J. O. (2005). *The Systematic Design of Instruction*. London: Pearson.

Hadi, S. (2015). *Pengembangan Sistem Tes Diagnostik Kesulitan Belajar Kompetensi Dasar Kejuruan Siswa SMK*. Yogyakarta: Universitas Negeri Yogyakarta.

Haerazi, Rahman, A., & Irawan, L. A. (2022). Pelaksanaan Asesmen Diagnostik Mata Pelajaran Bahasa Inggris Tingkat SMP Negeri dan SMA Negeri: Penguatan Implementasi Kurikulum Merdeka di Kab. Lombok Tengah. *Jurnal Abdimas*, *5*(2), 487–497.

Komalawati, R. (2020). Manajemen Pelaksanaan Tes Diagnostik Awal di Sekolah Dasar Pasca Belajar dari Rumah untuk Mengidentifikasi Learning Loss. *Jurnal Edupena*, *1*(2), 135–148.

Mahfud, A. (2022). *Contoh Tes Diagnostik Kurikulum Merdeka, Pahami Apa Itu Tes Diagnostik, Tujuan, dan Cara Implementasi*. Jakarta: Ditpsd kemdikbud.

Mardapi, D. (2012). *Pengukuran, Penilaian, dan Evaluasi pendidikan*. Yogyakarta: Parama Publishing.

Maulana, & Rusilawati. (2022). *Pedoman Pengembangan Tes Diagnostik Mata Pelajaran IPA (Sains) di SMP*. Jakarta: Kemendikbud Ristek Republik Indonesia.

Mustika Hati, S. (2021). Efektivitas Penggunaan Aplikasi Quizizz dalam Melakukan Assesment Diagnostik Non Kognitif Siswa Kelas 12 IPS Lintas Minat di SMA YPHB Kota Bogor. *Arus Jurnal Pendidikan*, *1*(3), 70–76. https://doi.org/10.57250/ajup.v1i3.22

Nasution, S. W. (2021). Assesment Kurikulum Merdeka Belajar Di Sekolah Dasar. *Prosiding Mahesa Center*, *1*(1), 135–144.

Nieveen, N. (1999). Prototyping to Reach Product Quality. In *Design Approaches and Tools in Education and Training* (pp. 125–135). Dordrecht: Springer Netherlands. https://doi.org/10.1007/978-94-011-4255-7_10

Purnamasari, R. (2012). *Pengembangan Tes Diagnostik Two-Three Mutiple Choice Untuk Mengukur Pemahaman Konsep Pada Materi Kelarutan Dan Hasil Kali Kelarutan*. FPMIPA UPI.

Purwanto. (2016). *Evaluasi Hasil Belajar*. Yogykarta: Pustaka Belajar.

Risqia, R. P., Susanto, E., & Agustinsa, R. (2022). Diagnosis Kesalahan Peserta Didik dalam Menyelesaikan Soal Matematika Materi Lingkaran. *Didactical Mathematics*, *4*(2), 388–398. https://doi.org/10.31949/dm.v4i2.3448

Rohmadi, S. (2022). Pentingnya Asesmen Diagnostik dalam Implementasi Kurikulum Merdeka (IKM).

Rupp, A. A., Templin, J., & Henson, R. A. (2010). *Diagnostic measurement: Theory, methods, and applications*. New York: The Guilford Press.

Rusilowati, A. (2015). Pengembangan Tes Diagnostik sebagai Alat Evaluasi Kesulitan Belajar Fisika. *Prosiding Seminar Nasional Fisika Dan Pendidikan Fisika (SNFPF)*, *6*(1), 302–311.

Setiawan, D., Nuri, N., & Faoziyah, N. (2022). Pengembangan Asesmen Diagnostik Berformat Four-Tier

Untuk Mengungkap Profil Pemahaman Konsep Mahasiswa Teknik. *ORBITA: Jurnal Kajian, Inovasi Dan Aplikasi Pendidikan Fisika*, *8*(1), 66. https://doi.org/10.31764/orbita.v8i1.8413

Sufyadi, S. (2021). *Panduan Jenjang Pendidikan Dasar dan Menengah (SD/MI, SMP/MTs, SMA/SMK/MA)*. Jakarta: Pusat Asesmen dan Pembelajaran Badan Penelitian dan Pengembangan dan Perbukuan Kemendikbudristekdikti.

Sun, Y., & Suzuki, M. (2013). Diagnostic Assessment for Improving Teaching Practice. *International Journal of Information and Education Technology*, *3*(6), 607–610. https://doi.org/10.7763/IJIET.2013.V3.345

Supardi. (2020). *Pengembangan Instrumen Penilaian Diagnostik Secara Online (DOA) dalam Mendeteksi Kemampuan Literasi Data dan Representasi Grafik Peserta Didik SMA Materi Termodinamik*. Yogyakarta: Laporan Penelitian Pengembangan Bidang Ilmu Dana DIPA PPS UNY.

Tang, F., & Zhan, P. (2021). Does Diagnostic Feedback Promote Learning? Evidence From a Longitudinal Cognitive Diagnostic Assessment. *AERA Open*, *7*(1), 233285842110608. https://doi.org/10.1177/23328584211060804

Tanjungsari, R. D. (2012). Diagnosis Kesulitan Belajar Matematika Smp Pada Materi Persamaan Garis Lurus. *Jurnal Unnes Jurusan Matematik*, *1*(1), 53–58.

Uno, H. B. (2008). *Perencanaan Pembelajaran*. Jakarta: PT Bumi Aksara.

Wahyuningsih. (2013). Pembuatan Instrumen Tes Diagnostik Fisika SMA Kelas XI. *Jurnal Pendidikan Fisika*, *1*(1), 11–21.

Zhao, Z. (2013). An Overview of Studies on Diagnostic Testing and its Implications for the Development of Diagnostic Speaking Test. *International Journal of English Linguistics*, *3*(1), 41–45. https://doi.org/10.5539/ijel.v3n1p41