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Article

Key to Successful Differentiated Learning: Strategies of SKI Teachers in Utilizing Diagnostic Assessment Results at MTs YPI Panjeng Ponorogo

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ABSTRACT

One significant framework within the implementation of the Merdeka Curriculum is the concept of differentiated learning, which acknowledges the individual differences among students and provides a tailored learning experience based on their varying needs and interests. This research aims to uncover the success of implementing differentiated learning in MTs YPI Panjeng, Ponorogo, with a specific focus on the role of Sejarah Kebudayaan Islam (SKI) teachers in leveraging diagnostic assessment results. This research employs a qualitative approach, involving in-depth interviews with SKI teachers, classroom observations, and document analysis. The findings of the study indicate that SKI teachers at MTs YPI Panjeng have developed various effective strategies to utilize diagnostic assessment results as a foundation for differentiated learning. These strategies encompass identifying individual student needs, forming study groups based on assessment results, utilizing diverse instructional materials and media, and implementing ongoing formative and summative assessments. Furthermore, the study identifies several supportive factors contributing to the successful implementation of differentiated learning, including teacher commitment, school leadership support, and collaborative efforts among teachers. These findings offer valuable insights for the development of differentiated learning approaches in MTs and similar educational institutions. The outcomes of this research contribute to an improved understanding of differentiated learning practices in MTs and provide guidance for SKI teachers and educational staff to enhance the effectiveness of differentiated learning. Additionally, this research provides a basis for the development of school policies that support the implementation of differentiated learning at the MTs level.

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INTRODUCTION

Education in Indonesia has undergone significant development over the past few decades. One crucial evolution in the Indonesian education system is the introduction of the "Kurikulum Merdeka", aimed at providing more autonomy to schools in designing their own curriculum. This concept acknowledges the importance of understanding the uniqueness and needs of individual students, thus promoting differentiated learning as one of its key elements.

Differentiated learning is an educational paradigm that recognizes the diversity of student characteristics and strives to provide customized learning experiences tailored to these differences. It goes beyond teaching strategies and is a comprehensive approach that requires teachers to be flexible and responsive guides. It involves utilizing various educational tools, including diagnostic assessments, to design relevant learning experiences.

Madrasah Tsanawiyah YPI Panjeng, Ponorogo, as one of the secondary educational institutions in Indonesia, has faced challenges and opportunities presented by the Kurikulum Merdeka. Within the framework of this curriculum innovation, teachers at MTs YPI Panjeng, particularly Islamic Culture and History (SKI) teachers, play a significant role in ensuring the successful implementation of differentiated learning. They have a substantial responsibility to design relevant, engaging, and meaningful learning experiences for their students.

This research aims to delve into and reveal the implementation of differentiated learning at MTs YPI Panjeng, with a specific focus on the role of SKI teachers in utilizing diagnostic assessment results as the basis for designing suitable learning experiences. To achieve this goal, the research employs a qualitative method that involves in-depth interviews with SKI teachers, classroom observations, and document analysis.

The research findings result from a comprehensive effort to understand how SKI teachers at MTs YPI Panjeng have developed various effective strategies in utilizing diagnostic assessment results. These strategies include identifying individual student needs, forming learning groups based on comprehension levels, using diverse learning materials and media, as well as continuous formative and summative assessments. Additionally, the research also identifies several supportive factors in the successful implementation of differentiated learning. These factors include teacher commitment, school leadership support, teacher collaboration, and adequate resources. A deep understanding of these factors is crucial for comprehending the context that either facilitates or hinders the success of differentiated learning.

This research is expected to make a valuable contribution to the understanding of differentiated learning practices at the secondary level, which is a critical stage in students' development. Furthermore, this research is relevant within the framework of Kurikulum Merdeka, which promotes values of freedom and autonomy in education and encourages responsiveness to student diversity as the core of quality education efforts.

METHODS

This research adopted a qualitative approach to allow for an in-depth understanding of the implementation of differentiated learning. The primary subjects of the research consisted of Islamic Culture and History (SKI) teachers at Madrasah Tsanawiyah YPI Panjeng, Ponorogo. Data collection techniques used included in-depth interviews with selected SKI teachers as research subjects. Interviews focused on their experiences in implementing differentiated learning, the strategies they employed, the challenges they faced, and their perspectives on diagnostic assessment results. Additionally, classroom observations were conducted to directly understand differentiated learning practices within the classroom environment. The data collected from interviews and observations served as the basis for analysis to explore the role of SKI teachers in differentiated learning at MTs YPI Panjeng.

THEORETICAL REVIEW

Assessment of the Merdeka Belajar Curriculum

1. Definition of assessment

Assessment is the process of selecting, gathering, and interpreting information to make decisions or evaluate the shortcomings of a product or program, or to what extent the chosen approach's success can address issues in order to enhance a goal (Sriyanti, 2019). Assessment involves the systematic collection and analysis of data to inform decision-making, identify areas for improvement, and enhance the effectiveness of the chosen approach in solving problems and achieving objectives (Rossi et al., 2018).

Assessment is a systematic and ongoing process to gather information about students' learning processes and outcomes in order to make decisions based on specific criteria and considerations (Matondang et al., 2019). In a broader context, these decisions can encompass choices related to students such as the grades to be assigned, decisions regarding curriculum and programs, or decisions concerning educational policies.

Assessment is a general term defined as a process undertaken to acquire information used in making decisions about students, curricula, programs, and educational policies (Amita Tri Prasasti & Dewi, 2020). Assessment plays a crucial role in the educational landscape, serving as the cornerstone for educational planning and improvement. It helps educators tailor their teaching methods to students' needs, evaluate the effectiveness of curricula and programs, and shape policies that promote the enhancement of the overall educational system. The information gathered through assessment is a valuable resource for educators, policymakers, and institutions in their continuous pursuit of educational excellence (Maki, 2023).

2. Assessment principles

In the learning and assessment guidelines prepared by the Curriculum and Educational Assessment Standards Agency of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, there are five assessment principles (Kemdikbudristek RI, 2022), including:

a. Assessment is an integral part of the learning process, facilitating learning and providing holistic information as feedback for teachers, students, and parents/guardians to guide them in determining further learning strategies.
b. Assessment is designed and conducted according to its intended function, with flexibility in choosing assessment techniques and timing to effectively achieve learning objectives.
c. Assessment is designed to be fair, proportional, valid, and reliable to explain learning progress, make decisions about the next steps, and serve as the basis for developing appropriate future learning programs.
d. Progress reports and student achievements are simple and informative, providing useful information about the character and competencies achieved, as well as follow-up strategies.
e. Assessment results are used by students, teachers, educational staff, and parents/guardians as a reflective tool to enhance the quality of learning.

3. Benefits of assessment

According to Pusmenjar Kemdikbud RI (2022), assessment in the Merdeka Belajar Curriculum has significant benefits for both teachers and students (Baruta, 2023). Here are the benefits of assessment in the Independent Curriculum for both parties:

a. Benefits of Formative Assessment:
   The benefits of formative assessment for teachers are as follows:
   1) Provides information about students' learning needs.
   2) Identifies the level of mastery and weaknesses of students, as well as units of material that have not been mastered.

3) Understands students' level of comprehension, allowing teachers to predict the extent of students' success in summative assessments.
4) Helps teachers estimate the success of a specific teaching program.
5) Facilitates teachers in planning and determining learning topics.
6) Provides an evaluation tool for improving the learning process.

The benefits of formative assessment for students are as follows:
1) Provides information about students' understanding of the subject matter.
2) Helps students identify challenges or difficulties in understanding the subject matter.
3) Allows students to plan steps to achieve good learning outcomes.
4) Encourages students to appreciate the learning process, not just the final results.

b. Benefits of Summative Assessment:
The benefits of summative assessment for teachers are as follows
1) Facilitates teachers in determining grades for each student, enabling comparisons with other students.
2) Provides feedback to teachers about the effectiveness of the learning process.
3) Serves as the basis for determining students' promotion or graduation in the educational journey.
4) Provides information about students' learning progress and is used as a report to parents and other educational personnel.

The benefits of summative assessment for students are as follows:
1) Provides feedback to students to help them improve or maintain their learning outcomes.
2) Informs students about whether they can advance to the next grade or level of education.
3) Acts as evidence of the accomplishments students have achieved during specific learning experiences.

4. Types of Diagnostic Assessments

Diagnostic assessments are divided into (Nasution, 2022):

a. Non-cognitive Assessment

Non-cognitive diagnostic assessment at the beginning of the learning process is conducted to explore aspects such as the following:
1) Psychological well-being and socio-emotional aspects of students.
2) Student activities during home-based learning.
3) Students' family conditions and social interactions.
4) Student learning styles, character, and interests.

The stages of conducting non-cognitive diagnostic assessments are:
1) Preparation
2) Implementation
3) Follow-up

b. Cognitive Assessment
Cognitive Assessment can include:
1) Formative Assessment
   a) An evaluation method used to assess students' understanding, learning needs, and academic progress during the learning process.
   b) Formative assessment monitors student learning and provides regular and ongoing feedback.
   c) For students, formative assessment helps them identify their strengths and areas that need development.

d) For teachers and schools, formative assessment provides information about the challenges students face during the project-based learning process, ensuring adequate support is provided.
e) Formative assessment can be provided by teachers, peers, or self-assessment.

2) Summative Assessment
a) An evaluation method conducted at the end of a learning period.
b) Summative assessments often carry higher stakes because they influence students' final grades, so they are frequently prioritized over formative assessments.
c) Feedback from these final assessments (summative) can be used to measure student progress, guiding teachers and schools in designing their activities for the next projects.

The forms of Formative and Summative Assessments include:

a. Non-written assessments, such as class discussions, drama, projects, presentations, and oral tests.
b. Written assessments, such as reflections, journals, essays, posters, and written tests.

Differentiated learning in the Merdeka Belajar Curriculum

1. Definition of Differentiated learning

To prevent students from feeling discouraged and unsuccessful in their educational efforts, differentiated learning is an instructional process where students can engage with content based on their talents, interests, and specific needs (Tomlinson, 2001). Teachers should be aware that there are various approaches to learning a subject when differentiation is applied (Pozas et al., 2020). The content, process, and products of differentiated learning are three elements that teachers must incorporate (Ismajli & Morina, 2018). In differentiated learning, teachers should employ a variety of methods when instructing a subject (Boelens et al., 2018). Teachers plan and organize materials, activities, tasks to be completed at school or at home, and final assessments tailored to students' readiness, interests, and preferences.

Differentiated learning views students in a distinct and dynamic manner, where teachers perceive learning from various perspectives (Valiandes & Neophytou, 2018). Differentiated learning does not necessarily mean individualized learning but rather leans towards accommodating students' needs through independent learning and maximizing students' learning opportunities.

2. Principles of Differentiated Learning

In differentiated learning, there are several fundamental principles that teachers should keep in mind during its implementation. Tomlinson explains that there are five fundamental principles related to differentiated learning (Gusteti & Neviyarni, 2022). These five principles can be summarized as shown in Figure 1:

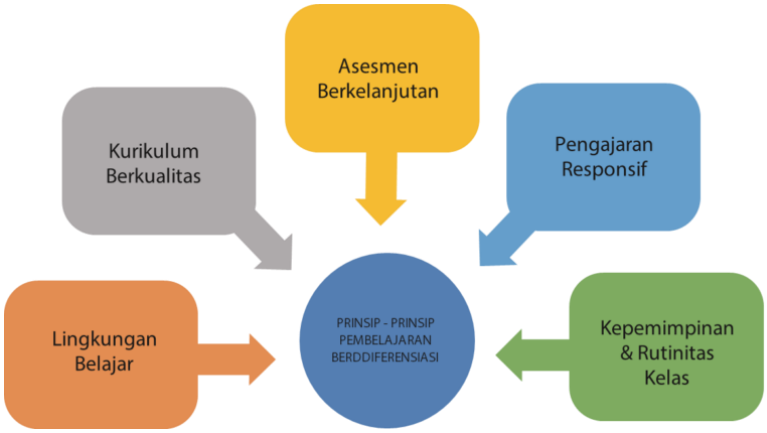

Figure 1. Principles of Differentiated Learning

These are the five fundamental principles related to differentiated learning that educators should keep in mind when implementing it in the classroom:

a. Classroom Leadership and Routines: Effective classroom management, structure, and routines are vital for successful differentiated learning. Teachers must maintain an organized environment and establish routines that foster a sense of security and consistency, allowing students to focus on their learning.
b. Ongoing Assessment: Continuous assessment is essential to monitor students' progress and identify areas where they need support or further challenges. Formative assessments help teachers understand what students have learned and what they still need to learn, enabling them to adapt their teaching accordingly.
c. Quality Curriculum: A well-designed curriculum provides a solid foundation for differentiated learning. It involves developing instructional materials and activities that address various learning needs. A quality curriculum offers both depth and breadth, catering to different levels of understanding and interests.
d. Responsive Teaching: Differentiated teaching requires instructors to adjust their methods and materials to meet individual student needs. This might involve modifying the pace of instruction, offering alternative resources, or using various teaching strategies to cater to different learning styles.
e. The Learning Environment: Creating an inclusive and supportive classroom atmosphere where every student feels comfortable and valued is crucial for differentiated learning. Teachers should establish a safe and respectful environment that encourages diverse learning styles and abilities.

Differentiated learning recognizes that students have unique learning styles, abilities, and needs. By incorporating these principles into their teaching practices, educators can better address these differences and provide a more effective and inclusive education for all students.

3. Differentiated Elements

There are four distinct aspects of learning that can be mastered or controlled by the teacher: Content, process, products, and classroom environment or learning climate (Gusteti & Neviyarni, 2022). Here are explanations for these four aspects:

Figure 2. Aspects of Differentiated Learning

a. Content: This refers to the subject matter or what students are expected to learn. It includes the topics, concepts, and knowledge that are part of the curriculum. Teachers have control over the content by selecting relevant and appropriate materials, textbooks, and resources. They should ensure that the content aligns with the learning objectives and the needs of their students. Differentiation in content means adapting what is taught to match the readiness, interests, and learning profiles of the students.
b. Process: The process of learning involves how students engage with the content. It pertains to the methods, strategies, and activities used in the teaching and learning process. Teachers can differentiate the process by varying instructional techniques, providing choices in how students access information, or offering different paths for students to explore the content. This accommodates diverse learning styles and preferences among students.
c. Products: Products represent the ways students demonstrate their learning and understanding of the content. These can take various forms, such as assignments, projects, assessments, or presentations. Teachers can differentiate products by allowing students to showcase their knowledge in ways that suit their strengths and interests. Some students may excel in written assignments, while others may prefer creating multimedia presentations or engaging in hands-on projects.
d. Classroom Environment: The learning climate in the classroom significantly impacts the teaching and learning process. It includes factors like the physical arrangement of the classroom, classroom routines, and the emotional environment. Teachers can differentiate the classroom environment by creating a safe and inclusive space where students feel respected and valued. A positive classroom environment encourages student engagement, risk-taking, and a sense of belonging.

By mastering and adjusting these four aspects, teachers can effectively implement differentiated instruction, ensuring that every student's unique needs, interests, and abilities are accommodated in the learning process. This approach fosters a more inclusive and student-centered educational experience.

RESULTS AND DISCUSSION

Implementation of Cognitive and Non-Cognitive Diagnostic Assessment

The implementation of cognitive and non-cognitive diagnostic assessment in the context of differentiated learning at Madrasah Tsanawiyah YPI Panjeng, Ponorogo, involves three stages: Preparation, execution, and follow-up.

1. Preparation:

Before conducting the assessment, the Islamic Culture and History (SKI) teachers make careful preparations, which include the following steps:

a. Development of Assessment Instruments: Teachers design cognitive and non-cognitive assessment instruments that align with the lesson content. For cognitive assessment, SKI teachers prepare ten questions, with the following criteria: 2 questions related to the new learning outcomes, 6 questions at a level one grade lower, and 2 questions at a level two grades lower. For the non-cognitive aspect, teachers prepare questions to identify students' learning styles, hobbies, interests, home activities, and motivation toward learning.
b. Identification of Success Criteria: Teachers clearly identify the success criteria to be used in assessing the assessment results. These criteria include standards for understanding the material and indicators of students' learning styles and interests. By defining these criteria, teachers can understand what is expected of the students and how the assessment results will be evaluated. For cognitive diagnostic assessments, the criteria are divided into three categories: fully understands (students who answer ≥ 7 questions correctly), partially understands (students who answer ≤ 6 questions correctly), and does not understand (students who answer ≤ 3 questions correctly).
c. Communication of Assessment Objectives: Teachers openly communicate the assessment objectives to the students. They explain that the assessment aims to measure students' understanding and support learning improvement. This communication fosters better understanding between students and teachers regarding the significance of the assessment and how it relates to their learning.
d. Scheduling the Assessment: Teachers ensure that the assessment schedule is well-planned. Sufficient time is allocated for both cognitive and non-cognitive assessments to allow students to answer accurately without feeling rushed. Careful scheduling also enables teachers to focus on the assessment process without being disrupted by time uncertainties.
e. Preparation of Supplementary Materials: Preparation is not limited to assessments but also involves preparing supporting materials. Teachers must ensure that the necessary materials for the assessment, such as questions or non-cognitive instruments, are ready and available. Additionally, teachers prepare materials that will be used as follow-up after the assessment is completed, such as additional learning resources.

These preparation steps are vital initial stages to ensure that cognitive and non-cognitive diagnostic assessments can be carried out effectively. Careful preparation by teachers ensures that the assessment is conducted accurately, objectively, and in line with the learning objectives. Preparation also creates an environment that supports the successful implementation of assessments, provides clear guidance to students, and allows teachers to take appropriate actions after the assessment is completed.

2. Execution:

The execution of cognitive and non-cognitive diagnostic assessments involves an integrated series of steps to gain a more comprehensive understanding of the students. Here are these steps:

a. Cognitive Testing: This is the first step in the assessment process. SKI teachers provide students with the tests or assignments prepared for them. These tests contain questions that are appropriate for the students' comprehension level. Students are given ample time to answer the questions and complete the tasks. Teachers ensure that the testing is fair and objective. The results of the cognitive testing provide insights into the extent of students' understanding of the learning material.
b. Non-Cognitive Assessment: The next step involves SKI teachers providing students with tests or tasks related to non-cognitive aspects that have been prepared. These tests include

questions to identify learning styles, hobbies, interests, activities at home, and student motivation. Teachers provide adequate time for students to answer the questions or complete the tasks. Additionally, they create a supportive environment, including a quiet and distraction-free atmosphere, to ensure that students can concentrate. SKI teachers also motivate students to work according to their own hearts, minds, interests, and motivations.

c. Assessment and Measurement: After collecting data from cognitive and non-cognitive assessments, SKI teachers conduct assessments and measurements. They use the predetermined success criteria to evaluate student performance. The results of cognitive assessments are used to measure students' understanding of the learning material. Teachers compare students' answers to the success criteria to determine their level of comprehension. On the other hand, the results of non-cognitive assessments provide insights into students' attitudes and interests in learning. Teachers identify patterns of positive attitudes or obstacles that need to be addressed, as well as the dominant learning styles of each student.

These steps lay a strong foundation for a more comprehensive understanding of the students. The results of cognitive assessments help SKI teachers design learning experiences that align with students' comprehension levels, while non-cognitive assessments help SKI teachers understand the factors that influence student motivation and interest. These results can lead to the development of a more inclusive approach to learning and support the holistic development of students.

3. Follow-Up:

After the diagnostic assessments are completed, SKI teachers undertake important follow-up actions to enhance student learning:

a. Learning Adjustments: Teachers use the results of cognitive assessments to assess students' understanding of the learning material. Based on these results, teachers can adjust their lesson plans. Students who need additional assistance can be provided with extra materials or individual support, while students who have achieved a higher level of understanding can be given deeper challenges. Learning adjustments are key in a differentiated approach.
b. Feedback to Students: Teachers provide feedback to students regarding their assessment results. This includes not only cognitive assessments but also non-cognitive aspects such as students' interests and motivation. Feedback helps students understand their strengths and areas that need improvement. It can also engage students in the learning process and encourage personal responsibility for their learning.
c. Planning for Future Learning: Teachers use the assessment results as a guide for planning future learning. They decide what material should be taught next and how to integrate non-cognitive aspects into the curriculum. Non-cognitive assessment results, such as data on student interests and learning styles, can be used to design more engaging and relevant learning experiences.
d. Motivational Strategy Development: Non-cognitive assessment results also provide insights into students' motivation for the SKI subject. Teachers can use this data to develop suitable motivational strategies. For example, teachers can design assignments or projects that incorporate students' interests or provide challenges that align with their learning styles.

Follow-up actions after cognitive and non-cognitive diagnostic assessments are crucial in differentiated learning. They help SKI teachers maximize student learning by responding to their individual needs and creating more effective, inclusive, and relevant learning experiences.

Types of Cognitive Diagnostic Assessment Instruments

In preparing for cognitive diagnostic assessments, SKI teachers at MTs YPI Panjeng arrange 10 questions with the following criteria:

1. Two (2) questions related to new learning outcomes: To measure students' understanding of new learning outcomes, teachers create two questions relevant to the upcoming material. These questions are designed to assess how well students can grasp new concepts that will be taught. They evaluate students' ability to respond positively to the upcoming learning material.
2. Six (6) questions one level below: Teachers create six questions to assess students' understanding one level below the material being taught. This is aimed at identifying students who need further comprehension before delving into the new learning material. These questions provide a more comprehensive picture of students' comprehension levels, enabling teachers to design an approach that meets their needs.
3. Two (2) questions two levels below: In addition to questions one level below, teachers also prepare two questions to measure students' understanding two levels below the new learning material. These questions aim to identify students who require foundational understanding before progressing to more advanced material. By including these questions, teachers can design remedial programs for students in need of additional assistance.

<table>
<tr><th colspan="2">KD-2</th><th colspan="6">KD-1</th><th colspan="2">KD</th></tr>
<tr><th colspan="10">Question Number</th></tr>
<tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th></tr>
<tr><td colspan="2">Questions number 1-2: two questions from the basic abilities of the two classes below (KD-2)</td><td colspan="6">Questions number 3-8: six questions from basic abilities one class below (KD-1)</td><td colspan="2">Questions number 9-10: two questions from the basic abilities (KD) class that is just starting</td></tr>
</table>

Figure 3. Diagnostic assessment instrument for cognitive aspects

In preparing for non-cognitive diagnostic assessments, SKI teachers also create questions to identify various non-cognitive aspects of students, such as learning styles, hobbies, interests, activities at home, and motivation toward learning. These questions are designed to:

1. Identify Activities at Home: Questions about activities at home help teachers understand how students spend their time outside of school. This information can provide insights into whether students have access to additional resources or support that can enhance their learning at home.
2. Identify Hobbies and Interests: These questions are designed to uncover students' interests and hobbies outside of the school environment. This information helps teachers understand what inspires and motivates students beyond the classical learning context. Interests and hobbies can be integrated into learning to make it more engaging and relevant to students.
3. Identify Learning Styles: Teachers formulate questions to help identify students' learning styles. This includes whether students prefer learning through visualization, listening, writing, or participating in practical activities. Information about learning styles can assist teachers in designing teaching methods that align with students' preferences.
4. Identify Student Motivation: These questions are used to measure students' motivation levels towards learning. Teachers can inquire about what motivates students and how they feel about the learning process. This information helps teachers design strategies to boost student motivation and create a more positive learning environment.

The comprehensive development of both cognitive and non-cognitive assessments allows SKI teachers to gain a more complete insight into their students. With this data, teachers can design more inclusive, relevant, and supportive learning experiences that address various aspects of student development, not just cognitive material comprehension.

Utilization of Diagnostic Assessment Results in Differentiated Learning

The utilization of diagnostic assessment results in the context of differentiated learning at MTs YPI Panjeng, Ponorogo, plays a crucial role in creating more effective and student-centered learning experiences. Diagnostic assessment results, which include cognitive and non-cognitive assessments, significantly impact the design and implementation of differentiated learning. Here are the main focuses in utilizing diagnostic assessment results:

1. Foundation for Learning Material Adjustments:

   Cognitive assessment results serve as the basis for evaluating students' understanding of the learning material. SKI teachers can identify individual students' levels of understanding and tailor the learning material to their needs. Students who require additional assistance receive more foundational material, while students who have achieved a higher level of understanding are provided with more advanced material and are encouraged to help their peers understand. This ensures that each student receives a learning approach that matches their abilities.
2. Grouping Students Based on Assessment Results:

   Cognitive assessment results are also used to form homogeneous learning groups based on students' levels of comprehension. Such groups allow students with similar levels of understanding to learn together. Within these learning groups, teachers can provide an approach that aligns with their ability levels, creating a more effective learning environment. Additionally, non-cognitive assessment results are used to group students based on their learning styles. At one point, each group is formed based on the same learning style, and at another time, each group is evenly divided, comprising students with different learning styles.
3. Utilizing Non-Cognitive Assessment:

   Non-cognitive assessment results provide insights into students' non-cognitive characteristics, such as learning styles, interests, activities at home, and motivation. This data is used to design learning approaches that better align with students' characteristics. Teachers can integrate students' interests into the learning material, adapt their teaching styles to match students' learning styles, and develop strategies to enhance students' enthusiasm for learning.
4. Providing Feedback to Students:

   Assessment results serve as the basis for providing feedback to students about their progress. This feedback helps students understand their strengths and weaknesses. They become more engaged in the learning process and feel more responsible for their development.
5. Using Diverse Learning Materials and Media:

   Teachers design a variety of learning materials and media based on assessment results. These materials are customized to the students' level of comprehension, allowing them to access content that suits their needs. This approach ensures that students not only receive relevant content but also it is presented in a way that aligns with their learning preferences.
6. Continuous Formative and Summative Assessment:

   Diagnostic assessment results are used as the foundation for designing ongoing formative assessments. Formative assessments help teachers monitor students' progress throughout the learning process, enabling them to adjust their approach according to student advancement. Summative assessments are used to assess students' final achievements and

plan appropriate follow-up actions. The combination of formative and summative assessments provides a comprehensive picture of students' progress.

7. Planning for Subsequent Learning:

   Teachers use assessment results as a guide for planning the next phase of learning. The material taught next is based on students' understanding and focuses on enhancing their comprehension and skill development.

The utilization of diagnostic assessment results creates a more inclusive, responsive, and relevant learning environment. This enables every student to receive more careful attention, appropriate materials, and opportunities for better development. Overall, diagnostic assessment results serve as a crucial tool in designing learning experiences that cater to the unique needs and characteristics of each student at MTs YPI Panjeng, Ponorogo.

Supporting Factors for the Success of Utilizing Diagnostic Assessment Results in Differentiated Learning

The successful utilization of diagnostic assessment results in differentiated learning at MTs YPI Panjeng, Ponorogo, has been achieved due to several supporting factors that ensure effective implementation. These factors play a crucial role in ensuring that the utilization of diagnostic assessment results is effective. Here are the supporting factors for success identified in this research:

1. Teacher Commitment:

   The commitment of SKI teachers at MTs YPI Panjeng is crucial to the success of implementing the utilization of diagnostic assessment results. They invest time and effort in identifying individual student needs, adapting learning materials, and designing differentiated learning. This commitment creates an environment where each student feels attended to and supported in their development.

2. School Principal Support:

   The school principal plays a vital role in supporting teachers in their efforts to utilize diagnostic assessment results. The school principal provides the necessary support and resources for the implementation of differentiated learning practices. Supportive school principals motivate teachers and convey the message that this approach is valued and endorsed at the school level.

3. Collaboration Among Teachers:

   Collaboration among teachers is a key factor in the success of utilizing diagnostic assessment results. Teachers at MTs YPI Panjeng work together to share information, strategies, and experiences. They actively discuss assessment results and how to adapt teaching based on those results. This collaboration enhances mutual enrichment among teachers and improves teaching practices.

4. Adequate Resources:

   The availability of resources, including diverse textbooks, learning software, and teaching materials, supports teachers in designing differentiated learning experiences. These resources enable teachers to create materials and learning media that match students' levels of understanding and various learning styles.

5. Emphasis on Formative and Summative Assessment:

   The use of ongoing formative and summative assessments is a crucial factor in the success of utilizing diagnostic assessment results. Teachers at MTs YPI Panjeng use data from these assessments to design appropriate follow-up actions. Formative assessment helps teachers monitor students' progress throughout the learning process, while summative assessment is used to evaluate students' final achievements.

6. Support for Differentiated Learning Approaches:

   Support for differentiated learning approaches at the school and educational institution levels helps create an environment that encourages the implementation of these practices. This support includes training, sharing experiences, and collaborative discussions.

These supportive factors, whether in terms of teacher commitment, school leadership support, teacher collaboration, resources, emphasis on formative and summative assessments, or support for differentiated learning approaches, establish a strong foundation for the effective utilization of diagnostic assessment results at MTs YPI Panjeng. Overall, these factors make the implementation of differentiated learning practices based on diagnostic assessment results successful and beneficial for student development.

CONCLUSION

In the context of Madrasah Tsanawiyah (MTs) YPI Panjeng, Ponorogo, the utilization of diagnostic assessment results by Islamic Culture History (SKI) teachers has become a cornerstone in optimizing differentiated learning. This research reveals the strategies and supporting factors that shape the successful implementation of differentiated learning practices based on diagnostic assessment results. The research results indicate that SKI teachers at MTs YPI Panjeng have developed various effective strategies in utilizing diagnostic assessment results as the basis for differentiated learning. These strategies include identifying individual student needs, forming learning groups, using diverse teaching materials and media, and sustaining formative and summative assessments. In this practice, diagnostic assessment results are not merely an evaluative tool but serve as a guide in designing learning experiences tailored to the needs and levels of student understanding. Furthermore, there are supporting factors that significantly contribute to the success of utilizing diagnostic assessment results. Teacher commitment, school leadership support, teacher collaboration, adequate resources, emphasis on formative and summative assessment, and support for differentiated learning approaches are key factors in creating an inclusive, responsive, and relevant learning environment.

This article underscores the importance of utilizing diagnostic assessment results in creating an approach to learning that focuses on individual student development, acknowledges their diversity, and provides more careful attention to each student. The utilization of diagnostic assessment results serves as the foundation for more effective learning experiences that align with the unique needs and characteristics of students at MTs YPI Panjeng. Thus, this article provides valuable insights for the development of differentiated learning approaches at MTs and similar schools. The research results also offer essential guidance for SKI teachers and educational staff to enhance the effectiveness of differentiated learning. Furthermore, this research provides a basis for developing school policies that support the implementation of differentiated learning at the MTs level. Grounded in the utilization of diagnostic assessment results, differentiated learning is no longer just a concept but a reality that can enrich students' educational experiences at MTs YPI Panjeng and drive their achievements to higher levels.

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