Quality of Differentiated Indonesian Language Learning Process at Vocational High Schools in the Digital Era

Hasnah Setiani [1✉], **Ida Zulaeha , Deby Luriawati Naryatmojo**

Universitas Negeri Semrang, Indonesia

Abstract

_____

Learning differentiate aims to make it happen public Study own ability digitalization, thinking critical, communicative, as well collaborative in accordance with need social society 21st century. Implementation on the eyes lesson Indonesian is established as foundation from ability literacy (language and thinking) addressed for communicate in social public. Learning differentiates eye lesson Indonesian on level School Intermediate Vocational implemented as deep strategy education for realize objective education, competence graduates, and prepare society face challenge life 21st century and the digital era. Research is conducted to analyze and describe quality learning process differentiated Indonesian on School Intermediate Vocational. Approach to research This is evaluative with method quantitative descriptive And qualitative. Population And research sample, namely class X Desain Komunikasi Visual 1 at SMK Negeri 11 Semarang, class X Boga 2 at SMK Negeri 6 Semarang, and class X Accounting 3 at SMK Negeri 9 Semarang. Source of research data that is interview with Waka Curriculum, Educators, participants educate, observe, and documentation. Technique data analysis using Miles and interactive models Huberman and technique scoring rating scale. Results of research on the quality of the differentiated Indonesian language learning process at SMK N 6 Semarang, SMK N 9 Semarang, and SMK N 11 Semarang occupied the good category with an average score of 75%. The learning process in each educational unit has met the indicators of (1) learning planning, (2) learning implementation, and (3) good learning assessment.

INTRODUCTION

Educational reform is a form of anticipation in facing the current flow of reforms and changes in a globalized society (Zulaeha, 2013, p. 99). Education with a style that adapts to the times will have implications for the birth of innovative teaching designs and learning techniques that are created. Just like the current style of education, namely in the 21st century with a learning orientation which aims to encourage students to be innovative, creative, adaptive and flexible in implementing life. Learning with the aim of only optimizing significant knowledge and skills is no longer relevant in 21st century education. Suyono and Hariyanto (2011, p. 5) argue that 21st century learning demands a learning process with innovative, adaptive and creative characteristics and is able to bring a pleasant learning atmosphere to students in a learning environment with intensive interaction from many directions. The 21st century has brought changes to the rapid development of Science and Technology (IPTEK) which has implications for changing the learning paradigm by integrating technology as a medium for developing learning skills (Rahayu et al., 2022, p. 2100).

In response to this, the education curriculum in Indonesia currently applies the Independent Curriculum which is the result of changes from the previous curriculum, namely the 2013 Curriculum (K-13). The Merdeka Curriculum is designed to help students acquire 21st century skills such as digital literacy, creativity, critical thinking skills, collaboration and communication (Gumilar et al, 2023, p. 149). 21st century education is characterized by multitasking, multimedia learning, utilizing online social networks and digital sources (Rofingah et al., 2020, p. 192). The Merdeka Curriculum is oriented towards diversity in learning methods and the freedom to develop students' capacity and knowledge to meet the needs of 21st century society with information technology as a form of optimization and learning media. Inayati (2022, p. 296) believes that the Independent Curriculum optimizes the integration of literacy abilities, knowledge, skills and attitudes related to the use of technology.

The Merdeka Curriculum has the main characteristic, namely freedom for educators to carry out differentiated learning based on students' abilities. Differentiated learning is learning that accommodates learning by paying attention to learning interests, learning readiness and student preferences (Herwina, 2021). The principle of differentiated learning in the Merdeka Curriculum, apart from forming an understanding of various learning experiences, also seeks to develop the profile of Pancasila students. Differentiated learning views students differently and dynamically and educators view learning from various points of view (Elviya & Sukartiningsih, 2023, pp. 1780 – 1793).

Indonesian is a subject taught from primary education to tertiary education. Each level of education has its own learning goal orientation. The Vocational High School level is one of the educational unit levels that has graduate competency standards as stated in the Minister of Education and Culture, Research, Technology and Higher Education Regulation Number 5 of 2022 concerning Graduate Competency Standards in Early Childhood Education, Basic Education Levels, and Secondary Education Levels which are focused on skills to improve competency students to be able to live independently and participate in further education according to their vocation. At Vocational High Schools, Indonesian language subjects are optimized to support graduate competencies, one of which is that students are able to demonstrate the ability and passion for literacy in the form of interpreting and integrating texts, producing simple inferences, conveying responses to information, and being able to write experiences and thoughts with simple concepts.

Indonesian language skills play an important role in the digital era. The ability to communicate clearly and effectively, compose documents correctly and interact with various parties appropriately can help increase productivity and create positive working relationships (Zulaeha et al, 2023, p. 1225). Optimizing language skills to prepare the learning

community for the digital era is sought through differentiated learning. Differentiated learning patterns that do not focus on one material, media and learning style as centralized learning. Differentiated learning seeks to maximize individual success by designing appropriate modifications of content, processes and products (Tomlinson, 2003).

Differentiated learning in Indonesian language subjects at the Vocational High School level needs to be implemented as a novelty in education to realize educational goals, graduate competencies, and prepare society to face the challenges of life in the 21st century and the digital era. Differentiated learning is nothing new in the world of education. Optimization of the differentiated learning program was only carried out when the Independent Curriculum was implemented. This is a challenge for educators and educational units because its implementation involves various aspects, especially content, process and product aspects. Educators must map students' talents and learning style characteristics for learning planning through diagnostic tests. Educators must apply multimethods, multimedia and multisources to facilitate students with diverse learning styles.

METHODOLOGY

Approach study that is evaluative with method quantitative descriptive And qualitative . The quality of Indonesian language learning is described based on component analysis of content, process and product differentiation. The data obtained is described and presented according to facts or quantitative and qualitative data. The qualitative data for this research includes teaching modules for Indonesian language subjects. Quantitative data includes observation results and a list of student scores. The research population and sample included students in class X Visual Communication Design 1 at SMK Negeri 11 Semarang, class X Boga 2 at SMK Negeri 6 Semarang, and class X Accounting 3 at SMK Negeri 9 Semarang. Research data collection techniques include observation and interview techniques. Data

analysis techniques use quantitative and qualitative techniques. Qualitative data analysis technique with an interactive model by Miles and Huberman which includes four analysis components, namely data collection, data reduction, data presentation, and drawing conclusions. The quantitative data analysis technique used in this research is descriptive analysis with data analysis steps in this research including; 1) scoring observation results based on rating scale guidelines , 2) adding up the total score for each aspect, 3) grouping the scores obtained based on trend level, 4) looking at the percentage of each trend with existing categories, so that information regarding research results is obtained. Scoring is according to the Likert scale calculation with a score of 4 for the criteria that all ideal conditions of indicators are implemented, score 3 for criteria that one ideal condition of indicators is not implemented, score 2 for criteria that two ideal conditions of indicators are not implemented, and score 1 for criteria that all ideal conditions of indicators are not implemented. held.

The following is the formula for calculating the final score on the observation sheet.

$$\text{Final score} = \frac{Frekuensi}{Jumlah\ Data} \times 100\%$$

After obtaining the final score, each aspect of the evaluation is classified based on success criteria. The following is a table categorizing success criteria.

Table 1. 1 Success Criteria

No.	Value Range	Category
1.	75 – 100%	Very good
2.	50 – 75%	Good
3.	25 – 50%	Not enough
4.	0 – 25%	Very less

Source: Sugiyono (2017)

RESULTS AND DISCUSSION

Process evaluation seeks to access the implementation of the plan to help human resources realize the program and implement benefits. The main function of process evaluation

is to provide appropriate input to help human resources carry out the program in accordance with the plan and modify program implementation which is still considered not good (Kurniawati, 2021, p. 23). Process evaluation highlights how teachers apply learning methods to create effective learning (Fahrudin, 2020, p. 205). The results and discussion of this research present the quality of the differentiated Indonesian language learning process which includes learning planning, differentiated learning processes (differentiation of content, process, product), and learning evaluation. Novianti et al (2023, p. 238) process evaluation summarizes the assessment of the implementation of differentiated teaching strategies including flexible grouping of materials; project-based learning; and different assignments for each student, active interaction between teachers and students in learning, collaboration and cooperation between students in learning activities, and providing individual feedback to students to help their understanding.

Independent Curriculum learning is carried out in a differentiated manner to facilitate the diverse talents and interests of students. Differentiated learning as a learning characteristic of the Independent Curriculum as stated in Minister of Education and Culture Regulation Number 12 of 2024 states that the Independent Curriculum is designed with learning characteristics 1) utilizing assessments or assessments at the beginning, process and end of learning to understand learning needs and the development of the learning process undertaken by students, 2) using an understanding of the needs and position of students to make learning adjustments, 3) prioritizing student learning progress compared to the scope and completeness of the curriculum content provided, and 4) referring to student reflection or progress carried out collaboratively with other educators.

Results The quality of learning at SMK N 6 Semarang, SMK N 9 Semarang, and SMK N 11 Semarang has own quality Good from process aspects . Process quality is assessed And identified based on indicators : (1) planning learning , (2) implementation learning , and (3) evaluation learning . The data shows acquisition score quality of the learning process differentiated Indonesian at SMK N 6 Semarang, SMK N 9 Semarang, and SMK N 11 Semarang consecutive namely 75%, 70%, and 84%. The following is the score data resulting from the differentiated Indonesian language learning process at Vocational High Schools.

Table 2.1 Scores from Learning Process Observations

Process

INDICATOR		EVALUATION		
		SMK N 6 Semarang	SMK N 9 Semarang	SMK N 11 Semarang
Learning planning		3	3.3	3.5
Implementation of learning		3.4	3.2	3.6
Learning evaluation		2.6	2.6	3
Average Score		75%	70%	84%
Classification Score	All conditions are met	26%	40%	8%
	One condition is not met	27%	39%	9%
	Two conditions are not met	45%	35%	4%

Differentiated Indonesian Language Learning Planning

The quality of the process in the learning preparation indicator is shown when it meets the following criteria: (1) the teacher prepares teaching tools (teaching modules, learning outcomes, learning media); (2) teachers prepare differentiated learning by mapping students'

talents and interests; (3) teachers prepare learning assessments which include diagnostic, summative and formative assessments. Class X Indonesian language educators at SMK N 6 Semarang, SMK N 9 Semarang, and SMK N 11 Semarang prepare learning tools before teaching students. Essential documents in learning planning are Learning Objective Flow (ATP) documents, teaching modules, Annual Programs, Semester Programs and assessments. In learning planning, especially poetry material for class In contrast to one educator who plans class X poetry learning by paying attention to the different interests of students. In the teaching tools, educators can also be seen preparing diagnostic, summative and formative assessments. Formative and summative assessments are clearly visible in the teaching modules, complete with types, forms, instruments and assessment rubrics.

Learning planning has been carried out by educators at SMK N 6 Semarang, SMK N 9 Semarang, and SMK N 11 Semarang, but not all planning components have been formulated optimally. Several planning components need to be evaluated so that learning is more optimal and differentiated. In the indicator of educators preparing differentiated Indonesian language learning tools, educators have prepared various teaching tools that have been verified by the Deputy Principal for Curriculum as well as preparing formative and summative learning assessments. Educators prepare teaching tools which include teaching modules, ATP, attendance list, score list, assessments, semester programs, annual programs, and teaching journals. The teaching tools in each educational unit have different compositions, but in essence, in general, there are similarities in the teaching tools that have been prepared by the three educators. Teaching tools have been well prepared at the beginning of the learning year as a mandatory administrative requirement that educators must fulfill, therefore educators do not miss out on teaching tool documents as learning planning. In planning learning, educators prepare summative and formative assessments but not diagnostic assessments. Educators have not

carried out diagnostic assessments to determine students' learning needs so that this becomes the main part of evaluation in the learning planning aspect. Diagnostic assessments are very crucial to carry out in differentiated learning. Data on the strengths, weaknesses, interests, talents and learning styles of each student is the basis for educators to plan learning based on content, process and product differentiation.

Educators map students' needs through observations during class as carried out by educators at SMK N 11 Semarang. Observations of each student are considered more valid for mapping students' needs than diagnostic assessments because educators know more about the character of each student. This is different from educators at SMK N 6 and SMK 9 Semarang who carry out mapping based on general learning styles which include visual, auditive and kinesthetic with data obtained from the Guidance and Counseling team. Based on general learning style mapping, educators apply learning that involves media to facilitate students with each learning style. The main point of improvement for educators is to carry out diagnostic assessments at the beginning of learning. Improvements are also made so that educators map talents and interests through differentiated learning preparation.

Learning preparation through teaching modules is an indicator of differentiated learning planning. Educators develop teaching modules that are in accordance with the guidelines for the completeness of teaching modules and the essence of learning. The teaching module, which mainly contains core components in the form of learning activities, media, materials and learning assessments, can be seen to have differentiated learning plans prepared by the three educators even though there are things that need to be evaluated. Starting from planning the use of various media and teaching resources as well as utilizing digital technology. Media and teaching resources containing learning materials or content are presented in a variety of ways according to the needs of students' learning styles, including visual and audiovisual. The learning activity plan needs to be reconstructed so that

differentiated learning is embedded. Differentiated learning activities are planned by utilizing diverse and different content, different processes, and the preparation of various products.

In the learning planning section, there is an evaluation of the differentiation of media, materials and learning outcomes products in the teaching module. Learning media as a learning facility that conveys material to students is optimized using interesting and contextual media. In this case, educators can apply video media with contextual content, supporting fiction books that are more recent and known to students, and slide media that integrate aesthetic and essential values according to the material. Learning material is prepared differentiated from various material sources and integrates correlation with contextual events, meaning that in presenting the material it is not only conceptual but also concrete examples that can be realized in descriptive illustrations. Products that become student learning outcomes are also prepared in a differentiated manner, meaning that they do not generalize to each student's project assignment. Educators can prepare learning products differently according to the material so that students can determine the type of product they must complete according to each student's interests.

Differentiated Indonesian Language Learning Process

The quality of the process in the learning implementation indicators is shown when the indicator items are met: (1) initial learning activities; (2) learning activities with content differentiation; (3) process differentiation learning activities; (4) product differentiation learning activities; and (5) learning closure. The three educators have implemented Indonesian language learning at the beginning by prioritizing the values of the Pancasila Student profile and at the end of the lesson the educators provide feedback and motivation to the students.

Preliminary and closing learning activities have been carried out well during Indonesian language learning at SMK N 6 Semarang, SMK N 9 Semarang, and SMK N 11 Semarang.

Preliminary learning activities are carried out with opening greetings, greetings and prayers to open the learning. Then there is a motivational appreciation activity which includes planting a Pancasila student profile and providing trigger questions for understanding the material or learning objectives to be studied. Likewise with closing learning activities in the form of providing feedback from educators, strengthening learning motivation, and closing learning with prayers and greetings. Character values that reflect the Pancasila Student profile are very important in facing society 5.0 (Zulaeha, 2021, p. 320).

Learning with content differentiation is carried out by encouraging students to utilize a variety of learning resources, both books and digital, efforts to deliver material with a diversity of student learning styles (auditive, visual and kinesthetic), as well as mastery of learning materials that foster student participation. The use of varied learning resources is demonstrated by the learning process which involves videos of song lyrics and poetry readings, lighter pictures with various themes, and internet sources to find references to poetry from various generations. Efforts have been made to utilize these sources in learning by SMK N 9 Semarang educators. Delivery of material through media has accommodated students with varied learning styles such as auditory and visual. Indonesian language learning, specifically poetry text material, should be delivered with content differentiation which includes material content and media to convey it to students. Material and media content should also accommodate the needs of students' learning styles which include auditive, visual and kinesthetic. Based on the results of observations during the implementation of learning, the material presented is in accordance with the learning objectives but still lacks differentiation and contextualization. The use of song poetry content from ancient generations is still less contextually applied in learning even though it accommodates the auditive learning style. Likewise, poetry example content where only one poem is presented by the educator will be more effective if the educator provides examples of more than one poem. The

application of image media to help students find inspiration for writing poetry has been effective because the images presented are numerous and varied. On the other hand, educators have focused learning on students, meaning that during the learning process students are welcome to explore content in digital and online sources. So that learning content does not come from educators but also from students' exploration.

Apart from differentiation of learning content, differentiation of the learning process is the main thing in implementing differentiated learning. The learning process becomes a bridge that connects students to master knowledge and skills according to their goals. In the differentiation process, the forms of effort carried out by educators include: educators organize and guide students in learning collaboratively either in pairs, large groups or small groups; educators use various cutting-edge and differentiated learning methods; educators manage student behavior and guide the learning process. Both schools have not optimized the differentiation process during learning due to the following factors: the mapping of study groups or projects is still based on seating positions and does not suit the needs of students, educators do not combine differentiated learning models, meaning they are still dominated by the lecture model; Educators do not provide freedom for students in the process, meaning that the assignment standards that educators want are still determined.

Process differentiation can be seen in optimal learning of poetry texts at SMK N 11 Semarang. The learning process relies on student independence. Students are given space to relate the material to the problems they encounter, given the choice to proceed according to their wishes, such as the choice to process writing poetry or interpreting free poetry; and making musicals of poetry. Students are given the freedom to determine who their partners are to process and share knowledge with. The learning environment also provides freedom for students to learn, especially an inspiring place to explore creative ideas for poetry and an adequate place for the process of musicalizing poetry. Learning is carried out in a process that accommodates students' learning styles.

Learning is carried out with process differentiation, which means that various treatments are applied to students in learning. Based on research observations of the process of learning poetry material at SMK N 11 Semarang, a differentiated process has been implemented. Students carry out the learning process according to their talents and interests in the field of poetry. This is effectively implemented because students learn according to their interests so that learning feels fun. Students proceed according to the final project they choose. Students are given the choice of creating a poetry project in the form of writing poetry and interpreting the meaning, writing poetry and reading, reading poetry and interpreting the meaning, writing poetry and presenting it in published media, and musicalizing poetry and interpreting the meaning. Students are free to process or study according to their choice during learning hours. Students explore independently but remain under the supervision of educators during learning. This is different from the learning process at SMK N 6 Semarang and SMK N 9 Semarang where there is no visible differentiation. Students carry out the same learning process. This is the evaluation of the differentiated learning process, namely that educators should plan a diverse learning process tailored to the needs of students.

The learning process during poetry learning has an impact on the accompaniment competencies embedded in students. In the process, there is a group discussion process that fosters an attitude of mutual cooperation, collaboration and creativity. In the discussion process, students learn to solve problems together, then respect opinions and communication skills. The group discussions also foster student participation and activeness in completing assignments. In the learning process, students through presentation activities or delivering assignments to displaying poetry can foster an attitude of appreciation, mutual respect and criticism.

Learning products are the output of learning that shows the level of success of

students in mastering material concepts and skills. Learning poetry material in class X is oriented towards the expression and appreciation of poetry. Poetic expression is related to how students are skilled at writing down their ideas and imagination through poetry. Poetry appreciation is related to how students enjoy and then interpret the message of the poem. Poetry learning products at the three schools include creative poetry works. The differentiated product form can be seen in the poetry lesson for class X Visual Communication Design 2 SMK Negeri 11 Semarang. Each student is given the freedom to determine what product they must complete. Students are given the choice of creating a poetry project in the form of writing poetry and interpreting the meaning, writing poetry and reading, reading poetry and interpreting the meaning, writing poetry and presenting it in published media, and musicalizing poetry and interpreting the meaning. So the products produced are very diverse and suit the interests of students. However, the projects are at the same assessment weight. Evaluation for SMK N 6 Semarang and SMK N 9 Semarang to map various learning products because children's abilities are different. SMK N 6 Semarang and SMK N 9 Semarang create products in the form of individual creative poetry works for all students.

Differentiated learning includes product differentiation carried out by efforts to organize varied products or assignments, organizing tasks that foster a Pancasila student profile, and freedom for students to complete products to foster critical, collaborative and creative attitudes. The two schools have not been seen implementing product differentiation in class assessed in terms of content only, and the appearance or product declaration does not vary. So the product of learning is an individual poetry work that is displayed in front of the class.

Product differentiation can be seen when learning poetry texts at SMK N 11 Semarang. Students are given the freedom to create products or assignments in the form of musicalizing poetry, writing creative poetry, reading poetry by other people, or interpreting poetry. The products produced by students vary depending on what the students choose. Each assignment has the same assessment weight.

Indonesian Language Learning Assessment

The quality of the process in the differentiated learning evaluation indicators meets the indicator items for educators carrying out diagnostic assessments, formative assessments and summative assessments. Educators at SMK N 6 Semarang, SMK N 9 Semarang, and SMK N 11 Semarang have not conducted diagnostic assessments at the start of learning. Educators do not identify strengths, weaknesses, knowledge and skills through diagnostic tests so that data on students' needs is still inadequate. Educators obtain data on students' talents and learning styles through Guidance Counseling. Educators conduct formative assessments during learning and summative assessments at the end using various assessment techniques. Assessment of the process of class X poetry text material in the three schools using performance assessment techniques. Meanwhile, summative assessment uses product assessment techniques. Educators carry out formative and summative assessments based on the scoring guideline instruments listed in the teaching module. The scoring guide contains a description of what aspects are the main points of the assessment. The following is a data table for the implementation of formative and summative assessments of class X poetry text material at SMK N 6 Semarang, SMK N 9 Semarang, and SMK N 11 Semarang.

Table 2.2 Formative Assessment of Poetry Text Material

School	Assessment Techniques	Assessment Rubric	Aspects of the Assessment Rubric
SMK N 6 Semarang	Performance assessment	Group assignments analyze themes, atmosphere, diction, rhyme, typography in poetry	Diction Use of rhyme Typography Theme and atmosphere
SMK N 9 Semarang	Performance assessment	Assignment group analyze theme, atmosphere, rhythm, and image on poetry	Theme Atmosphere Rhythm Imagination
SMK N 11 Semarang	Performance assessment	Assessment of the recognition process types poetry and meaning poetry	Types of poetry The meaning of poetry

Table 2.3 Summative Assessment of Poetry Text Material

School	Assessment Techniques	Assessment Rubric	Aspects of the Assessment Rubric
SMK N 6 Semarang	Product assessment	Assessment of individual poetry writing products	Completeness of the text structure section Spelling accuracy The content of the text is chaotic Sentence structure Word writing
SMK N 9 Semarang	Product assessment	Evaluation writing products poetry free in a way individual	Match the sentence with the theme Word choice Overall between lines Vocabulary
SMK N 11 Semarang	Product assessment	Evaluation Skills differentiate	Intonation Articulation Understanding Interaction

Poetry material skills at SMK N 6 Semarang and SMK N 9 Semarang are seen from the creativity of writing poetry. Poetry material skills at SMK N 11 Semarang can be seen from the creativity of poetry projects which include writing poetry and reading it, reading poetry and interpreting it, writing poetry and presenting it creatively for publication, and musicalizing poetry. The following is a product link for students with differentiated poetry text material at SMK N 11 Semarang.

Figure 1.8 Differentiated Products at SMK N 11 Semarang

The results of competency in poetry text skills in learning at SMK N 6 Semarang, SMK N 9 Semarang, and SMK N 11 Semarang based on

the project assessment are mapped in the following table
.

Table 2.4 Skills Competency Results

	Type of Assessment	Grade Average
SMK N 6 Semarang	Assessment of individual poetry writing projects	84/100
SMK N 9 Semarang	Assessment of individual free poetry writing projects	9/10
	Assessment of poetry reading performance	8.5/10
SMK N 11 Semarang	Differentiated skills project assessment	87/100

The quality of learning products which includes indicators of the results of strengthening the Pancasila student profile is said to be very good if it meets ideal conditions which include (1) students are instilled with the Pancasila student profile from the dimensions of faith, devotion to God Almighty and have noble morals, (2) students are instilled with the profile Pancasila students from the dimensions of independence and working together through differentiated learning, and (3) students are embedded in the profile of Pancasila students from the dimensions of global diversity, critical reasoning, creativity to support the creation of a learning society in the digital era. Learning poetry material at SMK N 6 Semarang, SMK N 9 Semarang, and SMK N 11 Semarang has met these ideal conditions, meaning that students have been embedded with the Pancasila student profile, both spiritually, collaboratively or socially, and cognitively.

In the Republic of Indonesia Minister of Education and Culture Regulation Number 21 of 2022 concerning Educational Assessment Standards at PAUD, SD and Secondary Education Levels, assessment is the process of collecting and processing information to determine learning needs and developmental achievements or learning outcomes of students. The regulation states that assessment of student learning outcomes takes the form of formative assessments and summative assessments. Formative assessment aims to monitor and improve the learning process and evaluate the achievement of learning objectives. In the Independent Curriculum Learning and Assessment Guide (2021) the implementation of formative assessments is carried out simultaneously in the learning process which is then followed up to provide treatment based on students' needs and improve the learning process, educators use various techniques such as observation; performance (performance, product, project, portfolio); or tests, follow-up can be done directly by providing feedback or carrying out interventions, educators can prepare various instruments such as rubrics; anecdotal notes; checklist sheet to record information that occurs during learning. Assessment procedures are listed in the Minister of Education and Culture of the Republic of Indonesia Regulation Number 21 of 2022 which includes formulating assessment objectives, selecting and/or developing instruments, implementing assessments, processing assessment results, and reporting assessment results.

The teaching module documents and score list show that the assessment has been carried out according to the procedures stated in the Republic of Indonesia Minister of Education and Culture Regulation No. 21 of 2022. Educators carry out formative assessments during the implementation of learning and provide notes on students' general deficiencies orally at the end of the lesson. In summative assessments , educators also provide follow-up efforts in the form of remedial measures. Based on the results of research, both summative and formative assessments have been carried out according to learning objectives. Formative assessment using group performance assignment techniques analyzing themes, atmosphere, diction, rhyme and typography in poetry is carried out in poetry text learning at SMK N 6 Semarang to measure students' knowledge. The assessment is in accordance with

the learning objectives 1) Understand diction in poetry texts that are read critically and reflectively; 2) Understand the discussion text and assess the effectiveness of word selection/diction, rhyme arrangement, typography in supporting the meaning and message of the poem; and 3) Identifying themes and atmosphere to find explicit and implied meaning in poetry. Formative assessment using group assignment techniques analyzing themes, atmosphere, rhythm and imagery in poetry is carried out in learning poetry texts at SMK N 9 Semarang to measure students' knowledge and understanding. This assessment is in accordance with the learning objectives 1) Understanding the message and diction in poetry texts that are read critically and 2) Assessing the themes and atmosphere in poetry to find implied and explicit meanings. Formative assessment using performance assessment techniques, the process of recognizing types of poetry and the meaning of poetry, is carried out in learning poetry texts at SMK N 11 Semarang to measure knowledge and understanding. This assessment is in accordance with the learning objectives 1) Evaluate types of poetry and 2) Conclude meaning in poetry.

The assessment instrument was developed with an assessment rubric which describes the assessment guidelines. Instruments are developed based on the type of assessment and assessment aspects. Formative assessment of poetry texts at SMK N 6 Semarang includes an assessment rubric on aspects of diction, use of rhyme, typography, theme and atmosphere. The formative assessment of poetry texts at SMK N 9 Semarang includes an assessment rubric on aspects of theme, atmosphere, rhythm and imagery. The formative assessment of poetry texts at SMK N 11 Semarang includes an assessment rubric on aspects of types of poetry and the meaning of poetry. Educators process assessments in the form of final formative grades obtained by each student in the grade register book.

In the Independent Curriculum Learning and Assessment Guide (2021) the implementation of summative assessments is carried out at the end of the material scope to measure the desired competencies in the learning objectives, educators can use various techniques such as portfolios; performance (performance, product, project, portfolio) or text, and summative results can be followed up by providing feedback or intervening with students. Summative assessments are carried out in accordance with learning objectives and as a forum for measuring skills. Summative assessment using assessment techniques in the form of creative poetry writing products in accordance with the learning objectives of SMK N 6 Semarang poetry material in the form of presenting poetry readings with creative appreciation, expression, gesture, voice and appropriate methods. Summative assessment with assessment techniques in the form of writing creative poetry and presenting poetry readings in accordance with the learning objectives of SMK N 9 Semarang poetry material includes 3) Writing ideas, thoughts or messages in poetry creatively and 4) Presenting poetry readings with intonation, appreciation and expression appropriate. Summative assessment using differentiated poetry skill product assessment techniques according to the learning objectives of composing and writing and reading poetry.

The assessment instrument was developed with an assessment rubric which describes the assessment guidelines. Instruments are developed based on the type of assessment and assessment aspects. The summative assessment of poetry texts at SMK N 6 Semarang includes an assessment rubric on the aspects of completeness of the text structure, accuracy of spelling, consistency of text content, sentence structure and word writing. The summative assessment of poetry texts at SMK N 9 Semarang includes an assessment rubric on the aspects of suitability of sentences to themes, word choice, overall between lines, and vocabulary. Formative and summative assessment rubrics are attached in the attachment section. The summative assessment of poetry texts at SMK N 11 Semarang includes an assessment rubric on aspects of intonation, articulation, appreciation and interaction. Educators process the assessment in the form of a

final summative score obtained by each student in the score register book.

Evaluation in the implementation of assessments for educators is in the implementation of diagnostic assessments so that in the future they are planned and implemented for mapping learning. Educators need valid data to find out students' competencies, interests, talents and learning styles, not only through objective observation of each student. Educators also do not rely enough on student learning style data obtained from the Guidance and Counseling team. Educators conduct diagnostic assessments to determine students' initial abilities specific to the material to be studied.

CONCLUSION

Quality of the learning process differentiated Indonesian at SMK N 6 Semarang , SMK N 9 Semarang, and SMK N 11 Semarang occupy category Good with acquisition average score 75%. Learning process on each unit education has fulfil indicator (1) planning learning , (2) implementation learning , and (3) assessment learning with Good . Curriculum Independent oriented on learning For prepare participant educate face the digital world in particular for level School Intermediate Vocational abilities his honesty direct channeled to world industry after go through education . Prepared abilities For facing the digital era , namely ability Work team , good communication , and solve problem . Very capable important And No Can missed Also that is ability utilise technology information and digital. Learning Indonesian has been attempted succeed equip participant educate own required capabilities for the digital era. Participant educate own provisions ability good communication specifically communication use good Indonesian And Correct . Participant educate show ability And favorite literate form analyze text inference , convey response or information , as well write accompanying text something moment with field vocational . Participant educate show ability analyze problem And idea original , create action And work creative , as well always look for

alternative solution problems in the environment . Life moment this is very near with technology information require participant educate own digital skills that include digital literacy . Digital literacy as part ability get information actual For need solution problem so that realize source Power knowledgeable human.

REFERENCES

Arsanti, M., Ida Z., Subiyantoro, & Nas H. (2021). Demands for 21st Century 4C Competencies in Higher Education Education to Face the Era of Society 5.0. Proceedings of the UNNES Postgraduate National Seminar, 319 – 324.

Elviya DD & Wahyu S. (2023). Application of Differentiated Learning in the Independent Curriculum in Indonesian Language Learning for Grade IV Elementary School at SDN Lakarsantri I/427 Surabaya. *JPGSD, 11* (8), 1780 – 1793.

Fahrudin. (2020). Evaluation of the History Learning Process Using the Context, Input, Process, Product (CIPP) Model. *HISTORIA: Journal of the History Education Study Program, 8* (2), 199 – 211.

Gumilar G., Dian PSR, Bambang S., & Anik G. (2023). The Urgency of Replacing the 2013 Curriculum with an Independent Curriculum. *Papaeda Journal, 5* (2), 148 – 155.

Herwina, W. (2021). Optimizing Student Needs and Learning Outcomes with Differentiated Learning. *Journal of Educational Science Perspectives, 35* (2), 175 – 182.

Inayati, U. (2022). Concept and Implementation of the Independent Curriculum in 21st Century Learning in SD/MI. *ICEE: International Conference on Islamic Education, 2* (1), 293 – 304.

Ministry of Education and Culture Research, Technology and Higher Education. (2021). Learning and Assessment Guide for Primary and Secondary Education Levels. Jakarta: Research and

Development and Books Agency, Ministry of Education and Culture, Research and Technology

Kurniawati. (2021). Evaluation of the CIPP Model Perspective Education Program (Context, Input, Process, Product). *Ghaitsa: Islamic Education Journal, 2* (1), 19 – 25.

Novianti, BA, I Wayan W., & I Gede R. (2023). Analysis of the Application of Differentiated Learning Using the CIPP Evaluation Model. *Educatio: Journal of Educational Sciences, 18* (2), 233 – 243.

RI Minister of Education and Culture Regulation Number 21 of 2022 concerning Educational Assessment Standards at PAUD, SD and Secondary Education Levels. (2022). Jakarta: Republic of Indonesia State Gazette 2022 Year 460.

Minister of Education and Culture Research, Technology and Higher Education Regulation Number 5 of 2022 concerning Competency Standards for Graduates in Early Childhood Education, Basic Education Levels and Secondary Education Levels. (2022). Jakarta: Republic of Indonesia State Gazette 2022 No. 161.

Minister of Education and Culture, Research and Technology Regulation Number 12 of 2024 concerning Curriculum for Early Childhood Education, Basic Education Level and Secondary Education Level. (2024). Jakarta: Republic of Indonesia State Gazette 2024.

Rahayu, R., Sofyan I., & Yunus A. (2022). 21st Century Learning Innovations and Their Application in Indonesia. *Basicedu Journal, 6* (2), 2099 – 2104.

Rofingah, Ida Z., & Wagiran. (2020). The Development of Enrichment Book of Writing Negotiation Texts: The 21 Century's Competencies of Senior High School Students. *Seloka: Journal of Indonesian Language and Literature Education, 9* (2), 192 – 203.

Sugiyono. (2017). Quantitative, Qualitative, and R & D Research Methods. Bandung: Alfabeta

Zulaeha, I. (2013). Development of an Indonesian Language Skills Learning Model with a Multicultural Context. *Literary Journal, 1* (12), 97 – 105.

Zulaeha, I., Suratno, & Ahmad FH (2023). Industrial Adaptation of Indonesian Language Skills in Digital-Based Language Learning. *Proceedings of the National Postgraduate Seminar* , 1222 – 12229.