



IMPLEMENTATION OF DIAGNOSTIC ASSESSMENT IN GRADE VI TEACHING AT THE RIGHT LEVEL APPROACH IN INDONESIAN LANGUAGE LESSONS IN ELEMENTARY SCHOOL

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Abstrak

Penelitian ini bertujuan untuk mengkaji mengapa guru perlu menggunakan asesmen diagnostik pelajaran bahasa Indonesia di kelas yang menerapkan pendekatan Teaching at the Right Level (TARL). Penelitian ini merupakan penelitian kualitatif dengan pendekatan studi kasus. Penelitian ini dilakukan di kelas V (NUH) dengan jumlah siswa 47 orang. Data diperoleh dengan mengumpulkan hasil asesmen diagnostik dari tiga kelas yang berbeda (atas sedang, rendah) pelajaran bahasa Indonesia. Asesmen diadaptasi dari buku Bahasa Indonesia: Anak-Anak yang Ubah Dunia yang diterbitkan oleh KEMENDIKBUD RISTEK tahun 2022. Hasil penelitian menemukan bahwa kelas VI yang dibagi menjadi tiga kelas berdasarkan hasil nilai rapor semester sebelumnya dan disesuaikan dengan tingkat kemampuan anak, menunjukkan perbedaan yang signifikan antara kelas tingkat atas dan kelas tingkat bawah. Sebanyak 20 siswa dikelompokkan dalam kelas NUH 1 (tingkat atas) dan menjawab sesuai dengan petunjuk dan arahan soal dengan nilai maksimal. Sebanyak 15 siswa dikelompokkan ke dalam kelas NUH 2 (sedang), 50% siswa menjawab salah, dan 12 siswa dikelompokkan ke dalam kelas NUH 3 (rendah). Dari 12 anak yang menjawab pertanyaan, hanya 5 anak yang mengikuti petunjuk dan arahan soal, ditambah lagi ternyata ada 2 siswa yang memerlukan bantuan membaca dari guru. Penelitian ini diharapkan dapat memberikan alasan kuat bahwa guru disarankan untuk menerapkan asesmen diagnostik sebelum pembelajaran untuk dijadikan acuan pemberian stimulus atau media pendukung pembelajaran, khususnya pembelajaran bahasa Indonesia.

Kata Kunci: Penilaian Diagnostik, TARL, Pelajaran Bahasa Indonesia.

Abstract

This study aims to examine why teachers need to use diagnostic assessments of Indonesian language lessons in classes that implement the Teaching at the Right Level (TARL) approach. This study is a qualitative study with a case study approach. This study was conducted in class V (NUH) with 47 students. Data were obtained by collecting the results of diagnostic assessments of three different classes (up to medium, low) of Indonesian language lessons. The assessment was adapted from the book "Bahasa Indonesia: Anak-Anak Yang Ubah Dunia," published by KEMENDIKBUDRISTEK in 2022. The results of the study found that class VI, which was divided into three classes based on the results of the previous semester's report card scores and adjusted to the children's ability levels, showed significant differences between the level-up and low-level classes. 20 students were grouped in class NUH 1 (level up) and answered according to the instructions and directions of the questions with maximum scores. 15 students were grouped into NUH 2 (medium) class, 50% of students answered incorrectly, and 12 students were grouped into NUH 3 (low) class. Only 5 children followed the instructions and directions of the questions from the total of 12 children, plus it turned out that there were 2 students who needed reading assistance from the teacher. This study is expected to provide a strong reason that teachers are advised to apply diagnostic assessments before lessons to be used as a reference for providing stimulus or supporting media for learning, especially Indonesian language lessons.

Keywords: Diagnostic Assessment, TARL, Indonesian language lesson.

A. INTRODUCTION

Assessment is part of the learning process.¹ Assessment is considered important because it can measure learning outcomes, understand students' abilities and knowledge, and provide feedback that can be used for improvement.² Assessment is said to be good if it is objective and relevant to learning objectives.³ Diagnostic assessment plays a crucial role in Indonesia's education system, especially in addressing persistent challenges related to learning quality, equity, and effectiveness.⁴ This type of assessment aims to identify students' learning needs, strengths, and areas requiring support at the onset of a learning period. In its application, teachers have the flexibility to adjust the context in implementing assessments as needed by students.⁵ Teachers also have the flexibility to choose learning strategies, media, and approaches that are appropriate to student development.⁶ The implementation of diagnostic assessments is carried out to determine the phase of students so that learning is in accordance with the needs and characteristics of students.

In its implementation, teachers have the flexibility to apply assessment during the learning process according to students' abilities and make adjustments to the context. Teachers also have the flexibility to choose learning strategies, media and approaches that are appropriate to student development.⁷ One of the recommended approaches for use in differentiated learning of the independent curriculum is the TARL approach, or teaching at the right level. The TARL approach is an approach that focuses on basic material, namely literacy and numeracy, in order to improve learning for all.⁸ The TARL approach has been applied in the learning process in most parts of India, the United States, and Chile and has proven effective in

¹ Adek Cerah Kurnia Azis and Siti Khodijah Lubis, "Asesmen Diagnostik Sebagai Penilaian Pembelajaran Dalam Kurikulum Merdeka Di Sekolah Dasar," *Pena Anda: Jurnal Pendidikan Sekolah Dasar* 1, no. 2 (2023): 20–29.

² Anik Rachmawati and Anik Lestarinigrum, "Penerapan Model Pembelajaran Inovatif Melalui Asesmen Diagnostik Dalam Menguatkan Literasi Anak Kelas 1 Di SDN Banjaran 5," in *Prosiding SEMDIKJAR (Seminar Nasional Pendidikan Dan Pembelajaran)*, vol. 5, 2022, 891–98.

³ Budi Sasomo and Arum Dwi Rahmawati, "Analisis Asesmen Diagnostik Pada Model Pembelajaran Project Based Learning Di Kurikulum Merdeka SMPN 3 Sine," *Pedagogy: Jurnal Pendidikan Matematika* 8, no. 1 (2023): 250–63.

⁴ Gusti Ayu Putu Trisna Wulandari Wulandari, Ida Bagus Putrayasa, and I Nengah Martha, "Efektivitas Asesmen Diagnostik Dalam Pembelajaran Berdiferensiasi Pada Pelajaran Bahasa Indonesia," *Nusantara: Jurnal Pendidikan Indonesia* 3, no. 3 (2023): 433–48.

⁵ Heni Jusuf and Ahmad Sobari, "Pembelajaran Paradigma Baru Kurikulum Merdeka Pada Sekolah Dasar," *Jurnal Pengabdian Kepada Masyarakat UBJ*, 5.2 (2022), 185–94.

⁶ Muh Asharif Suleman, "Meningkatkan Keterampilan Komunikasi Siswa Melalui Penerapan Experiential Learning," *Ideguru: Jurnal Karya Ilmiah Guru* 9, no. 3 (2024): 1530–38.

⁷ Zulfi Idayanti And Muh Asharif Suleman, "Investigation Of The Character Value Tolerance In Multicultural Learning In Elementary Scholl," *Jurnal Ilmiah Pendidikan Citra Bakti* 11, No. 3 (2024): 929–41.

⁸ Syahratul Mubarakah, "Tantangan Implementasi Pendekatan TaRL (Teaching at the Right Level) Dalam Literasi Dasar Yang Inklusif Di Madrasah Ibtida'iyah Lombok Timur," *BADA'A: Jurnal Ilmiah Pendidikan*, 4.1 (2022), 165–79.

improving student learning outcomes.⁹ The same thing is also applied in Pakistan¹⁰ and Zambia¹¹ and has begun to be implemented in Indonesia, which focuses on literacy and numeracy.¹²

The TARL approach refers to the level of student ability that is in accordance with the learning outcomes, ability levels, and needs of students.¹³ Through this approach, students are grouped based on literacy skills, group learning processes with different accompanying teachers, and student achievements.¹⁴ In the implementation of the TARL approach, diagnostic assessment is the first step. This allows teachers to find out the extent of students' abilities at the previous level. Teachers have the flexibility to compile diagnostic assessments according to the material for which they want to know the learning outcomes. So that in its application, students are grouped according to their abilities. This also minimizes various obstacles that may occur, including the lack of teacher professionalism in conducting assessments, which are marked by students being categorized at inappropriate levels.¹⁵ This is because teachers still have difficulty in compiling teaching modules, summative assessments, and planning diagnostic assessments, as well as strengthening the profile of Pancasila students.¹⁶

Previous research results show that the application of the TARL approach can be an effort to improve and increase student learning outcomes, especially literacy and numeracy. As several studies have proven,¹⁷ the TARL approach can improve basic literacy skills in elementary school students in the early grades. Similar studies show an increase in Indonesian language literacy, reaching 22.57% at the letter level, 31.92% at the word level, 6.72% at the paragraph level, and 9.24% at the story level.¹⁸ In addition, it was concluded that 58%

⁹ Siti Sanisah and Linda Ayu Darmurtika, "Pendampingan Implementasi Pendekatan TaRL (Teaching at The Right Level) Untuk Meningkatkan Kemampuan Literasi Murid," *JCES (Journal of Character Education Society)* 6, no. 2 (2023): 440–53.

¹⁰ Baela Raza Jamil and Saba Saeed, "Ins and Outs of Rolling Out Teaching at the Right Level (TaRL) in Pakistan" (Recuperado el, n.d.).

¹¹ Varja Lipovsek and others, 'Reflections on Systems Practice: Implementing Teaching at the Right Level in Zambia', *Systems Thinking in International Education and Development: Unlocking Learning for All?*, 2023, 27–46

¹² Ahyar Ahyar, Nurhidayah Nurhidayah, and Adi Saputra, "Implementasi Model Pembelajaran TaRL Dalam Meningkatkan Kemampuan Literasi Dasar Membaca Peserta Didik Di Sekolah Dasar Kelas Awal," *JHIP-Jurnal Ilmiah Ilmu Pendidikan* 5, no. 11 (2022): 5241–46.

¹³ Rajesh Chakrabarti, Kushal Sagar Prakash, and Mansi Arora, "Analysis of Education Interventions in Andhra Pradesh," *India Consensus* 60 (2018).

¹⁴ Fahrian Firdaus Syafi'i, 'Merdeka Belajar: Sekolah Penggerak', *Prosiding Seminar Nasional Pendidikan Dasar "Merdeka Belajar Dalam Menyambut Era Masyarakat 5.0"*, November, 2021, 46–47.

¹⁵ Syahratul Mubarakah, "Tantangan Implementasi Pendekatan TaRL (Teaching at the Right Level) Dalam Literasi Dasar Yang Inklusif Di Madrasah Ibtida'iyah Lombok Timur", *BADA'A: Jurnal Ilmiah Pendidikan*, 4.1 (2022), 165–79.

¹⁶ Yekti Ardianti and Nur Amalia, 'Kurikulum Merdeka: Pemaknaan Merdeka Dalam Perencanaan Pembelajaran Di Sekolah Dasar', *Jurnal Penelitian Dan Pengembangan Pendidikan*, 6.3 (2022), 399–407

¹⁷ Ahyar, Nurhidayah, and Saputra, "Implementasi Model Pembelajaran TaRL Dalam Meningkatkan Kemampuan Literasi Dasar Membaca Peserta Didik Di Sekolah Dasar Kelas Awal."

¹⁸ Syarifudin Syarifudin et al., "Pengaruh Pembelajaran Dengan Metode Teaching at The Right Level (TaRL) Terhadap Kemampuan Literasi Dasar Siswa," in *Seminar Nasional Taman Siswa Bima*, 2022, 22–27.

experienced an increase in literacy skills after the application of the TARL approach.¹⁹ In addition, the TARL approach can not only improve Indonesian language literacy skills but also English and natural sciences.²⁰



Figure 1. TARL approach in KEMENAG 2024 training

Based on the image above, the form of differentiated learning proposed by the independent learning curriculum is the TARL approach, but it still experiences several obstacles in terms of the implementation process. The TARL approach in the independent curriculum is an effort to improve student learning outcomes according to the competencies of each individual. For this reason, this article needs to examine why teachers need to use diagnostic assessments of Indonesian language lessons in grade VI that apply the Teaching at the Right Level (TARL) approach.

B. RESEARCH METHOD

This study uses a qualitative approach with a case study research type. The qualitative approach is used to analyze the implementation of diagnostic assessment in the TaRL approach in the learning assessment process of Indonesian language subjects for grade VI of elementary school. This approach was chosen because it allows for an in-depth exploration of the TaRL implementation process, the selection of assessments, and their application to student learning and learning outcomes. Data collection was carried out through classroom observation and the provision of diagnostic assessment questions. This qualitative approach allows researchers to gain a comprehensive and contextual understanding of the implementation of diagnostic assessments, as well as providing rich insights into practices and experiences in the field.

The case study was chosen because it allows for an in-depth exploration of the TARL implementation process, the challenges faced, and its impact on student learning. The research took place at one of the Muhammadiyah elementary schools in the Kapanewon Berbah area, Sleman Yogyakarta. The research was conducted in the 3rd and 4th weeks of July after the implementation of the MPLS with the aim of ensuring the grouping of students, which was previously based on the previous class report card scores.

¹⁹ Siti Nurul Fitriani, "Analisis Peningkatan Kemampuan Literasi Siswa Dengan Metode ADABTA Melalui Pendekatan TARL," *BADA'A: Jurnal Ilmiah Pendidikan Dasar* 4, no. 1 (2022): 180–89.

²⁰ Ospa Pea Yuanita Meishanti and Nur Afifah Rif'atul Fitri, 'Pengembangan Rencana Pelaksanaan Pembelajaran (Rpp) Inspiratif Pendekatan TaRL Berbasis PjBL Melalui Pembelajaran Literasi Sains Materi Virus', *EDUSCOPE: Jurnal Pendidikan, Pembelajaran, Dan Teknologi*, 8.1 (2022), 1–13.

Data collection was carried out through a diagnostic assessment adapted from the book "Bahasa Indonesia: Anak-Anak Yang Ubah Dunia," published by KEMENDIKBUDRISTEK in 2022. This qualitative approach allows researchers to gain a comprehensive and contextual understanding of the dynamics of TARL implementation, as well as providing rich insights into practices and experiences in the field.

Table 1. Assessment instrument for listening, reading, and speaking skills

Very good (value = 4). All responses are correct.	Good (value=3) Almost all responses are correct.	Enough (value=2) Some responses are correct	(value = 1). Few or no responses are correct.
Students with a value of 4 will receive enrichment activities.			Students with a value of 1 will receive scaffolding activities.

C. RESULT AND DISCUSSION

Assessment is an important part of the learning process. Assessment is not just about giving grades to students. The purpose of assessment is to collect information about students' initial abilities, their learning development, and to help teachers reflect so that learning can take place effectively. Diagnostic assessment is carried out in the early weeks of the school year to map students so that they get assistance that suits their needs. Diagnostic assessment is carried out on competencies that are considered important for teachers. The focus of the diagnostic assessment written in this study is on competencies;

1. Listening

- a. Ask students to demonstrate the instructions they hear. (Move to the right one step, move forward one step, face right, turn right, right foot forward.)
- b. Ask students to draw the instructions they hear. Draw a box in the middle of the paper. Then draw a triangle above the box. Inside the triangle, add two small circles.
- c. Ask students to answer questions from the text they read. (Read a short paragraph.) (Then ask questions related to the content of the paragraph.)
- d. Not only by answering questions, but students can also demonstrate reading comprehension by creating their own questions based on them.

2. Reading:

- a. Ask students to read a short narrative text. Ask questions: What is the title of the text? Who are the characters? What problems do the characters face? What is the message of the story?
- b. Ask students to read a short informative text. Ask questions according to the content of the text. Ask questions: What is the title of the text? Mention three pieces of information that you hear from the text. What is meant by... (vocabulary)? What does the prefix - mean in the word...

3. Speaking

- a. Ask students to tell what they saw along the way to and from school.
- b. Ask students to express their opinions about a topic (friendship, environmental damage, and others).

4. Writing

- a. Ask students to write a short paragraph about their activities on holidays.
- b. Ask students to combine the two sentences with appropriate conjunctions.

The results of the study found that class VI, which was divided into three classes based on the results of the previous semester's report card scores and adjusted to the diagnostic assessment, showed the same results, namely being grouped into 3 classes. 20 students in class NUH 1 (level up) answered according to the instructions and directions of the questions with maximum scores. Meanwhile, in class NUH 2 (medium), 50% of students answered incorrectly, and in class NUH 3 (low), only 5 children followed the instructions and directions of the questions out of a total of 12 children, plus it turned out that there were 2 students who needed reading assistance from the teacher.

Table 2. Results of Diagnostic Assessments of Listening, Reading, and Speaking

Class NUH 1		
Elements	Number of assessment scores	Number of students (20)
Listening	Very good	20
Reading	Very good	20
Speaking	Very good	20
Writing	Very good	20

Class NUH 2		
Elements	Number of assessment scores	Number of students (15)
Listening	Very good	10
	Good	5
Reading	Very good	15
Speaking	Very good	15
Writing	Very good	13
	Good	2

Class NUH 3		
Elements	Number of assessment scores	Number of students (12)
Listening	Very good	5
	Good	3
	Enough	4
Reading	Very good	8
	Enough	4
Speaking	Very good	12
Writing	Very good	8
	Enough	4

Based on the results of the study in the table above, it is known that in class VI NUH 1, a total of 20 students obtained the category of 'very good' or maximum value. 'Very good' for listening, 'very good' for reading, 'very good' for speaking, and 'very good' for writing. In class VI NUH 2, 10 students were in the category of 'very good' for the listening element, and 5 students were in the category of 'good'. 12 students for the category of 'very good' in the reading and speaking elements. 13 students for the category of 'good' in the writing element and 2 students for the category of 'good'. In class VI NUH 3, 5 students obtained the category of 'very good', 3 students in the category of 'good', and 4 students in the category of 'enough' for the listening element. 8 students in the category of 'very good' and 4 students in the category of 'enough' for the reading element. 12 students are in the 'very good' category in the speaking element. 8 students in the 'very good' category and 4 students in the 'sufficient' category in the writing element.

The results of the study showed that the class division, which was initially based on report card scores, was in accordance with the results of the diagnostic assessment, especially for Indonesian language lessons in grade V. More than just giving grades or assessments, assessments include a series of activities that include measuring student progress, evaluating teaching methods, and making decisions based on data to improve learning.²¹ The results of this study can help teachers adjust learning styles, methods, and learning strategies that are appropriate to the level of student ability. Of course, the treatment that will be given to grade VI (NUH 1) is different from NUH 3.

In this context, assessment becomes an important tool for educators to understand the extent to which students have achieved learning objectives, identify areas that require additional attention, and plan appropriate interventions or teaching materials.²²



Figure 2. Changes in Assessment Paradigms

Assessment is not just an assessment, but also as assessment as learning, assessment for learning, and assessment of learning. Assessment can be done in various forms, including written tests, project assignments, presentations, peer assessments, and direct observation. The importance of assessment lies not only in measuring the final results, but also in the

²¹ Ina Magdalena, *Desain Evaluasi Pembelajaran SD* (CV Jejak (Jejak Publisher), 2021).

²² Fadhilah Hayati, Sri Dewi Saragih, and Bayu Gunarto, "Analisis Kesulitan Belajar Siswa Pada Materi Barisan Dan Deret Menggunakan Metode Problem Based Learning," *Innovative: Journal Of Social Science Research* 4, no. 2 (2024): 3335-46.

ongoing evaluation process, providing constructive feedback to students to guide them in developing their abilities, improving understanding, and overcoming difficulties.²³

Assessment also plays an important role in evaluating learning programs and curricula²⁴. By analyzing assessment data, teachers and educational institutions can evaluate the effectiveness of teaching strategies, assess the relevance and appropriateness of learning materials, and determine the necessary steps for improvement.²⁵ In addition, assessment helps in identifying special needs of students, such as learning difficulties or support needs, which allows teachers to design learning programs that are tailored to individual needs.²⁶

Not only does assessment influence learning decisions, it also influences students' motivation and perceptions of learning. Feedback provided through the assessment process can be a source of motivation for students to improve their performance and achieve learning goals. Assessment helps students develop a better understanding of their strengths and weaknesses, and helps them identify areas that need improvement.²⁷ Thus, assessment not only measures student progress, but also becomes a means for effective learning, empowering students to achieve their maximum potential.

Based on the explanation above, assessment in the TaRL approach is a very important element in creating an effective and relevant learning environment for students. In a diverse and complex educational context, where students come with different backgrounds and levels of ability, this assessment approach is designed to answer these challenges in a systematic way and focus on individual needs. One of the main principles of TARK is that students should be taught according to their current level of understanding, not just based on their age or formal class. Therefore, the assessment process is very crucial to evaluate students' actual abilities and adjust the most appropriate teaching strategies.

The assessment process also supports collaboration between students. By grouping students based on ability, they can learn together in groups that have similar levels of understanding. This encourages students to help each other and learn from each other, strengthening their social and emotional skills in the process. In this group, students can share strategies, discuss ideas, and provide support to each other, which not only improves their academic understanding but also builds a sense of togetherness and solidarity.

In addition, the feedback provided in the TaRL assessment is very important to help students understand areas where they need to improve. This feedback is not only an assessment of learning outcomes, but also includes constructive information about the

²³ Hasmawati Hasmawati and Ahmad Mukhtar, "Asesmen Dalam Kurikulum Merdeka Perspektif Pendidikan Agama Islam," *Indonesian Journal of Innovation Multidisipliner Research* 1, no. 3 (2023): 197–211.

²⁴ Zulfi Idayanti and Muh. Asharif Suleman, "E-Modul Sebagai Bahan Ajar Mandiri Untuk Meningkatkan Hasil Belajar Peserta Didik," *Jurnal Penelitian Dan Pengembangan Pendidikan* 8, no. 1 (2024): 127–33, <https://doi.org/10.23887/jppp.v8i1.61283>.

²⁵ Muh Ibnu Sholeh, "Pengkakuan Dan Reward Dalam Manajemen Sdm Untuk Meningkatkan Motivasi Guru," *COMPETITIVE: Journal of Education* 2, no. 4 (2023): 212–34.

²⁶ Marlina Marlina, "Strategi Pembelajaran Berdiferensiasi Di Sekolah Inklusif," 2020.

²⁷ Triasari Andayani and Faisal Madani, "Peran Penilaian Pembelajaran Dalam Meningkatkan Prestasi Siswa Di Pendidikan Dasar," *Jurnal Educatio FKIP UNMA* 9, no. 2 (2023): 924–30.

progress that students have made. When students receive positive and constructive feedback, they are more likely to feel valued and motivated to continue learning. Timely feedback also allows students to know where they stand in the learning process and how they can improve. In this way, assessment is not only a tool to measure academic achievement, but also becomes part of the learning process itself. Overall, assessment in the Teaching at the Right Level approach applied at SD Muhammadiyah Karangharjo is effective and relevant to students' needs. This approach encourages differentiated learning in the teaching and learning process, understanding students' abilities and needs. Although in its implementation it emphasizes summative assessment, the learning process is more focused and responsive, ensuring that each student gets the support they need to develop.

D. CLOSING

Conclusion

The assessment aims to collect information about the initial abilities of students, their learning development, and to help teachers reflect so that learning can take place effectively. The results of the study found that class V, which was divided into three classes based on the results of the previous semester's report card scores and adjusted to the diagnostic assessment, showed the same results, namely being grouped into 3 classes. 20 students in class NUH 1 (level up) answered according to the instructions and directions of the questions with maximum scores. Meanwhile, in class NUH 2 (medium), 50% of students answered incorrectly, and in class NUH 3 (low), only 5 children followed the instructions and directions of the questions out of a total of 12 children, plus it turned out that there were 2 students who needed reading assistance from the teacher. This study is expected to provide a strong reason that teachers are advised to apply diagnostic assessments before lessons to be used as a reference for providing stimulus or supporting media for learning, especially Indonesian language lessons. This is to increase students' awareness of the importance of language so that all students are able to read and understand what they read.

Suggestion

Based on the research findings, it is recommended that teachers routinely implement diagnostic assessments at the beginning of the school year to adjust learning strategies to students' abilities, especially in Indonesian language subjects. Teachers also need to develop media and learning materials that support students with low abilities, as well as design individual approaches for those who need special assistance. Further research can be conducted to measure the long-term effectiveness of diagnostic assessments and explore the influence of feedback on students' learning motivation, as well as compare the effectiveness of traditional learning methods with diagnostic-based methods.

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