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Developing a Non-Cognitive Diagnostic Assessment Model Based on Social-Emotional Learning through Differentiated Instruction in Social Studies Education

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Abstract: Non-cognitive assessment in Social Studies (IPS) learning at junior high school level still tends to be general in nature, separated from the learning process, and not yet capable of diagnostic mapping students' social-emotional needs to support responsive learning for learners' diversity. On the other hand, although the Social-Emotional Learning (SEL) approach has been widely studied, the development of non-cognitive assessment instruments that are systematically integrated with Differentiated Instruction (DI) principles in the context of IPS learning remains very limited. This gap indicates the need for an assessment instrument that not only measures social-emotional aspects but also functions as a basis for designing differentiated learning. This study aims to develop a diagnostic non-cognitive assessment instrument based on the integration of SEL and DI to support the strengthening of self-awareness, self-management, and social awareness of junior high school students in social studies learning. The method used was research and development (R&D) with a modified Borg & Gall model. The research instrument includes expert validation questionnaires, individual trials with teachers and students, response questionnaires, and semi-structured interview guidelines. Quantitative and qualitative data were analyzed using descriptive statistics based on percentage. The results showed that the instrument met the validity criteria, with average expert validation scores of 80% for content, 76.7% for psychology, and 93.3% for language, as well as 90% in individual trials. In addition, positive responses were obtained from teachers (89%) and students (87.6%). This instrument is valid, easy to use, contextual, and effective in facilitating the expression of students' social-emotional needs in social studies learning.

Keywords: ***non-cognitive diagnostic assessment; social emotional learning; differentiated instruction***

INTRODUCTION

One incident that has recently attracted attention is bullying perpetrated by elementary school children. In addition to the direct trauma of being bullied, victims are at high risk of experiencing physical and emotional disorders later in life(Vanderbilt, D., & Augustyn, 2024). Bullying is only one form of social-emotional problem among elementary school-aged children, along with other problems such as difficulty in

managing emotions, problems with social interaction, poor communication skills, feelings of inferiority or low self-confidence, difficulty with self-regulation, and mental disorders (Guide & Panel, 2020). Therefore, an education system capable of providing solutions to foster social attitudes in the younger generation of the Indonesian nation is needed (Miftahusya'ian et al., 2020).

Some children may experience social or emotional disabilities that require school-based adjustments (Diah & Putri, 2025). One approach to addressing this issue is through interventions in the learning process at the elementary or junior high school level. Many studies report that optimal social-emotional functioning reduces the risk of maladjustment, dysfunctional relationships, and interpersonal violence. S. Kurniawan said that students are the subject of learning and teachers act as facilitators (Suprapto et al., 2021; Mckown & Herman, 2020),. Furthermore, the learning process should focus on students, while schools become the miniature of community, focusing on problem solving problems, and schools must be cooperative and democratic (Mifta Hulaikah, I Nyoman Sudana Degeng, Sulton, 2020).

One learning approach that can address this problem is the development of Social-Emotional Learning (SEL). The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as the process through which individuals acquire and implement knowledge, skills, and attitudes to cultivate a healthy identity, manage emotions, achieve personal and shared goals, demonstrate empathy, create and maintain supportive relationships, and make responsible and caring decisions (Lanza et al., 2023). Developing SEL skills in children is crucial (Taylor RD, Oberle E, Durlak JA, 2017). SEL has been shown to be an effective component of comprehensive bullying prevention interventions and other interventions targeting issues such as substance abuse. Moreover, SEL programs have been shown to improve students' skills, reduce problem behaviors, and increase academic achievement (Carol Weitzman, Lynn Wegner, Section on Developmental and Behavioral Pediatrics, Committee on Psychosocial Aspects of Child and Family Health, Council on Early Childhood, and Society for Developmental and Behavioral Pediatrics, Nathan J Blum, Michelle M M, 2015).

In this regard, learning can also be conducted in a more targeted manner. Learning begins by identifying students' characteristics and needs, so that the learning implemented can address their specific learning requirements. Through the use of appropriate learning models, educators can increase students' understanding of the subjects they study (Rahmad, 2024). Learning must also respect the diversity of children's learning processes, so that cognitive maturity, emotional maturity, motor skills, and self-care can be effectively developed through a positive learning process. This learning approach is often referred to as Differentiated Instruction (DI).

Differentiated Instruction (DI) refers to recognizing students' diverse backgrounds in knowledge, readiness, language, learning preferences, and interests, and responding to these differences in a responsive manner (Hall, 2022). DI practices, as a means of achieving inclusive education, aim to support all students' academic learning and foster students' social and emotional development (Pozas et al., 2021). Differentiated Instruction (DI) and Social Emotional Learning (SEL) are interconnected. DI is enhanced through SEL-based materials and experiences, while SEL can enhance differentiation practices, thereby enhancing students' learning (Tanjung, M. A., Sunimaryanti, S., Andre, L. ., & Sari, 2025).

Understanding students' needs and characteristics can be achieved by

implementing diagnostic assessments at the beginning of the learning process. Assessments are part of learning evaluation, and evaluations in the learning process plays a crucial role because it serves as a measure of the level of achievement of predetermined learning objectives (Putro, S. D. R. E., Adi, K. R., & Ratnawati, 2021). Diagnostic assessment aims to identify students' basic abilities and to understand their initial conditions. Diagnostic assessments are divided into cognitive and non-cognitive types (Nasution, 2022). The government, through the current curriculum formulation, has provided recommendations for the implementation of both types of assessments. The implementation of non-cognitive diagnostic assessments at the beginning of learning aims to identify several aspects, such as: 1) students' psychological and social-emotional well-being; 2) students' activities during studying at home; 3) family circumstances and students' social relationships; and 4) students' learning styles, characters, and interests (Ayu & Trisna, 2023).

The existence of diagnostic assessment instruments is crucial in this regard. The government has published initial learning assessment modules; however, these primarily focus on cognitive diagnostic assessments. Non-cognitive diagnostic assessment instruments are needed for teachers in schools to provide holistic information on students' needs, strengths, and weaknesses, to foster social and emotional skills.

The development of social-emotional competence cannot be separated from the diversity of students' characteristics. In this context, Differentiated Instruction (DI) becomes a relevant pedagogical approach because it emphasizes teacher's responsive practices toward differences in learning readiness, interests, and student learning profiles (Hall, 2022). Research shows that DI supports academic achievements and strengthens social-emotional development through more inclusive and student-centered learning (Perry, 2022; Marcela Pozas, Verena Letzel, 2020). Theoretically, the integration of SEL and DI allows the development of learning that builds emotional competence and aligns with individual student needs.

The integration of SEL and DI in assessment practice, particularly non-cognitive diagnostics assessment, remains relatively limited. National curriculum policy has encouraged the implementation of early diagnostics assessment in learning, both cognitive and non-cognitive. However, the instruments currently available and widely used in schools tend to focus on cognitive aspects, are general in nature, and are not yet specifically designed to map students' social-emotional needs as a basis for designing differentiated learning. Existing non - cognitive instruments generally stand alone, are not integrated with the DI pedagogical framework, and do not sufficiently provide operational diagnostics information for teachers in the context of junior high school social studies learning.

This condition indicates a clear gap, namely the lack of availability of non-cognitive diagnostic assessment instruments that conceptually integrate the SEL framework with principles of Differentiated Instruction, particularly to support social studies learning at the junior high school level. In fact, pedagogically integrated non-cognitive diagnostic assessments have the potential to serve as a bridge between mapping students' social-emotional conditions and making adaptive learning decisions (Gutman, L. M., & Schoon, 2013; Huda, A. A. S., & Nurhuda, 2023).

Based on the identified gap, this study focuses on the development of a non-cognitive diagnostics assessment instrument based on Social-Emotional Learning using a Differentiated Instruction approach in junior high school social studies learning. The novelty of this study lies in the development of instruments that measure aspects of self-

awareness, self-management, and social awareness, and also designed as a conceptual and practical basis for teachers in designing differentiated social studies learning. Thus, this study is expected to give scientific contribution in the form of a validated non - cognitive assessment instrument model, as well as an integrative framework of Social-Emotional Learning and Differentiated Instruction that is theoretically grounded and practically applicable in secondary education context.

METHOD

This study uses a Research and Development (R&D) approach with a modified Borg and Gall model, because this model allows the development of educational instruments through a systematic, reflective, and empirically grounded process based on user need. The modification was conducted by adapting the development stages to research objectives, namely producing non- cognitive diagnostics assessment instruments based on the integration of Social-Emotional Learning (SEL) and Differentiated Instruction (DI) in social studies learning at junior high school/ Islamic junior high school level. The development stages follow these steps: (1) needs analysis, (2) product planning, (3) product development, (4) expert validation, (5) individual testing, (6) revision, (7) small group trials, (8) revision, (9) final product and reporting, and (10) dissemination (Gall, M. D., Gall, J. P., & Borg, 2007). The Borg and Gall research and development model was selected because it focuses on practical development, making it suitable for practical development in educational (Putro, S. D. R. E., Adi, K. R., & Ratnawati, 2021). This research design also involves students and stakeholders throughout the entire research process, where they are considered partners. The active involvement of students and stakeholders can increase implementation success and contribute to a better understanding of the relevant context.

At the needs analysis stage, a review of the junior high school social studies curriculum and the national diagnostic assessment policy, along with preliminary interviews with social studies teachers to identify the limitations of non-cognitive assessment instruments used in schools. Interview techniques were employed to explore teachers' experiences in developing assessment for learning outcomes. In addition to individual interviews, data were also collected through *forum group discussion* (Wahidmurni et al., 2021). This analysis focused on mapping the need for assessment instruments capable of revealing students' *self-awareness*, *self-management*, and *social awareness* profiles as a basis for differentiated learning. The product design stage was conducted by compiling a conceptual framework for the instrument based on core SEL constructs and DI principles. SEL constructs were formulated with reference to the CASEL framework, while DI principles were used as a foundation for designing items sensitive to differences in students' readiness, interests, and learning profiles. Each SEL indicator was explicitly mapped to diagnostic objectives and corresponding DI-based pedagogical implications. At the draft development stage, non-cognitive assessment items were compiled in the form of a questionnaire with response scales adapted to the characteristics of junior high school students. The items were developed through an expert judgment–based item-writing process, with attention to language clarity, relevance to the social studies context, and the measurability of social-emotional constructs.

The final product of this research is a non-cognitive assessment instrument based on *Social-Emotional Learning* and *Differentiated Instruction* for social studies learning at the junior high school level (SMP/MTs). Development data analysis was

conducted by transcribing interview results from user respondents, reviewing curriculum analysis, and examining product development outcomes. The research instruments included questionnaires and interview transcripts. The data obtained were analyzed using percentage (%) techniques, and decisions regarding product revision were based on the results of questionnaire analysis conducted by validation experts, including learning assessment experts, language experts, and potential users, reference to the criteria proposed by Akbar & Sriwiyana (2011).

The trials in this study included content and presentation feasibility tests, individual tests, and small group tests. Validation was conducted by having the test subject complete a questionnaire and provide comments and suggestions on the product development. In addition, interviews and observations were conducted to assess the effectiveness of product use. The trials began with expert validation of the product, involving evaluation experts, psychologists, and linguists. The results of the expert validation were then used as the basis for the first revision.

Trial subjects or validators in this study consisted of: (1) a group of experts, including evaluation experts, psychologists, and linguists; and (2) user groups for individual and small group trials, namely several Junior high school/MTs students. The types of data obtained in this research and development study comprised qualitative and quantitative data. Qualitative data were obtained from experts' and users' input and suggestions. Quantitative data were obtained from experts' and users' validation questionnaires. Data obtained from experts, both qualitative and quantitative, were used to determine the validity of the developed product, while data obtained from users were used to determine its applicability and effectiveness.

The data analysis technique used in this study was descriptive analysis. Descriptive data analysis was used to analyze data in the form of notes on suggestions, criticisms, and responses/comments obtained from the validation questionnaire and interviews with students and teachers. Descriptive statistical analysis was used to analyze data in the form of scores from the validation questionnaire and student and teacher response questionnaires. Score data were analyzed as percentages using the following formula (Akbar & Sriwiyana, 2011):

$$\boldsymbol{V = \frac{\Sigma TSEV}{\Sigma S - max}\, x\ 100\%}$$

Information:

V	= Validity
Σ TSEV	= Total number of validator empirical scores
Σ S-max	= Expected maximum score
100%	= Constant

Once the percentage results are obtained, the next step is to interpret them based on previously determined criteria. These criteria are presented in the following table.

Table 1 Product Validity Level Criteria

Criteria	Qualification	Information
75.01% - 100.00%	Very valid	No revision
50.01% - 75.01%	Quite valid	Minor revision
25.01% - 50.01%	Invalid	Major revision
0.00% - 25.01%	Totally invalid	Major Revision

If the results fall into the invalid or very invalid category, major revisions to the

developed product are required. If the results obtained are sufficiently valid, minor revisions are necessary. If the results obtained are very valid, the product can be used without revision. Data from the interviews were used to supplement the data obtained from the student and teacher response questionnaires. Based on the interview results, difficulties experienced by students and teachers were identified, along with input for product revision purposes.

RESULT AND DISCUSSION

Result

Analysis Result Data Needs and Development Product

In the needs analysis stage, data collection was conducted through questionnaires and interviews with three junior high school (SMP/MTs) social studies teachers from three different schools in Jember Regency. This stage was designed as a preliminary *needs assessment* to obtain an initial overview of teachers' perceptions regarding the need for non-cognitive diagnostic assessment instruments based on Differentiated Instruction (DI) and Social-Emotional Learning (SEL), rather than to achieve broad generalization.

A quantitative needs analysis was conducted by distributing questionnaires to teachers containing statements regarding the availability, limitations, and urgency of non-cognitive diagnostic assessment instruments that support mapping students' social-emotional aspects and differentiated learning. The results of the needs analysis are presented in Table 2 below.

Table 2. Results of Needs Analysis

Aspect	Description Statement	Average
Need To Non-Cognitive Assessment	Help understand aspect social and emotional student	4.67
	Support understanding readiness Study student	4.33
	Evaluate interest and motivation Study student	5.00
	Help designing learning in accordance need student	4.33
	Help understand style Study student	4.33
Need to DI Instrument	Support implementation of DI in class	4.67
	Help identify need individual student	4.33
	Help adapt materials and methods in accordance need student	4.33
	Help accommodate difference interests and abilities student	4.67
Need to SEL Instrument	Help measure skills social and emotional student	4.67
	Measure awareness self and management self student	4.67
	Understand skills social student in interaction	4.67
	Identifying ability student in make decision responsible answer	4.33
	Monitoring development social and emotional student	5.00
Expectations for Instrument Features	Instructions clear and easy instruments understood	4.33
	Provide supporting recommendations design learning	4.67
	Assessment data easy interpreted For support learning	4.67
	Instrument in accordance with the curriculum implemented	4.67
	Assessment results easy accessible and fast	4.33

The analysis results showed that the average teacher response score across all aspects was 4.56 on a five-point Likert scale. This value indicates a tendency toward agreement to strong agreement with the statement regarding the need for such an instrument. However, given the very limited sample size, these findings should not be interpreted as representing teachers' needs in general, but rather as an initial indication of the relevance and potential need for instrument development.

Substantively, teacher responses indicated that DI- and SEL-based non-cognitive diagnostic assessment instruments were considered important for helping teachers gain

an initial understanding of students' social and emotional conditions, serving as a basis for adjusting learning strategies to suit individual student differences, and supporting the implementation of social studies learning that is more contextual and aligned with curriculum demands.

The needs analysis was further deepened through semi-structured interviews with social studies teachers. The interviews corroborated the quantitative findings, demonstrating that teachers experienced limitations in accessing non-cognitive assessment instruments that are diagnostic, structured, and integrated with differentiated learning practices. Teachers indicated that information regarding students' social-emotional aspects is essential at the beginning of learning, particularly during early adolescence, but is not yet supported by operational and easy-to-use classroom instruments. These interview findings served as qualitative triangulation to strengthen the questionnaire results at the exploratory stage.

Based on the results of the needs analysis at the exploratory stage, the planning stage focused on preparing a framework developing a non-cognitive diagnostic assessment instrument aligned with SEL constructs and Differentiated Instruction principles. Product planning began with formulating specific instrument objectives aimed at identifying profiles of self-awareness, self-management, and social awareness of junior high school students as a basis for designing differentiated social studies learning.

Eligibility Data Instrument assessment Non- Cognitive Diagnostics Based *Differentiated Instruction* and *Social Emotional Learning*

The initial product, in the form of a non-cognitive diagnostic assessment instrument based on Differentiated Instruction and Social-Emotional Learning (SEL) for junior high school/Islamic junior high school students are validated by three groups of experts: learning evaluation experts, psychology/counseling experts, and language experts. This validation aims to evaluate product feasibility, including content suitability, construct accuracy, language clarity, and instrument usability before testing with users. The validation results indicated variation in validity level among the expert groups.

Table 3. Feasibility Test Results Product

Expert Type	Percentage Validity	Category	Key Findings	Revision
Evaluation Expert Learning	80%	Valid	Structure instrument, suitability indicator with objective assessment and system scoring assessed worthy	Improvements clarity instruction filling and format consistency between part instrument
Psychologist / Counseling Expert	76.7%	Valid (needed) revision limited)	Construct SEL's main has covered, but indicator *self-management* and *social awareness* Not yet fully sharp and potential ambiguous	Sharpening indicator formulation and adjustment editorial items to make it more reflect experience emotional participant junior high school education
Linguist	93.3%	Very Valid	Communicative language, appropriate level development participant junior high school	Minor simplifications to some sentence so that the instructions more concise and easy understood

	education, and consistent in term

Differences in scores among expert groups indicate that the main strength of the instrument lies in the linguistic aspect, while the psychological aspect requires greater attention in the revision process. These findings serve as an important basis for product revision, particularly to strengthen the alignment of items with SEL constructs, improve precision, and avoid reduction of psychological meaning in non-cognitive measurement. Considering all expert feedback, the instrument was deemed feasible for use with limited revisions, and the validation results were used as the basis for refinement prior to the user trial phase.

Practical Data Instrument Assessment Non- Cognitive Diagnostics Based on Differentiated Instruction and Social Emotional Learning
Individual Trial Data

Individual trials were conducted after the initial revision of the product based on the results of expert validation. This stage aimed to obtain initial feedback related to readability, clarity of instructions, and comprehensibility of the instrument items, rather than to test the overall effectiveness or general feasibility of the product. The individual trial involved one social studies teacher and one junior high school/Islamic junior high school student as representative initial users.

Table 4. Individual Trial Results

Rated aspect	Social Studies Teachers (%)	Learners (%)	Interpretation
Legibility instrument	90	82	Instrument in a way general can understood by users beginning
Clarity instructions	88	80	Instructions Enough clear, but Still need simplification editorial
Relevance with life daily	92	85	Assessment items assessed contextual and close with experience participant educate
Compliance time workmanship	90	84	Charging time assessed adequate and inadequate burdensome
Interests and passions	85	78	Required simplification term For increase interest users
Average	**90**	**82**	

The questionnaire results showed that the instrument achieved an understanding percentage of 90% among teachers and 82% among students. These findings indicate that, in general, the instrument can be understood and used at an early stage, although several aspects still require refinement. The aspects with the highest scores were relevance to daily life and suitability of completion time, indicating that the item context was closely aligned with students' experiences and that the time required for completion was relatively adequate. In contrast, language clarity and student interest received relatively lower scores. Both students and teachers provided feedback highlighting the need to simplify certain terms and sentences so that the instrument would be easier to understand and more engaging. Considering the very limited number of participants, the results of this individual trial should be interpreted cautiously as preliminary indications of instrument comprehensibility and were used as the basis for product revision before proceeding to the next trial phase.

Field Trial Data

The limited field trial was conducted after revisions based on the results of the individual trial. This stage aimed to obtain an initial description of users' perceptions of the instrument's usability and usefulness in the classroom context, rather than to empirically test its effectiveness. The subjects of the limited field trial included social studies teachers and students from three junior high schools/Islamic junior high schools, with participants representing diverse educational characteristics based on their respective school contexts.

Table 5. Field Trial Results

Rated aspect	Teacher (%)	Learners (%)	Interpretation
Perception usability	89	87.6	Instrument assessed practical, easy used, and relevant with context class
Convenience understand instructions	88	85	Instructions Enough clear, but recommended simplification and addition guide
Relevance content	90	88	Assessment items in accordance with experience daily participant educate
Utility in reflection aspect social-emotional	89	87	Help participant educate understand awareness self management self and relationships social
Average	**89**	**87.6**	

Teacher responses were obtained through a user perception questionnaire. The results showed that the instrument obtained an average percentage of 89%, indicating that teachers perceived the instrument as practical and helpful in obtaining initial information on students' non-cognitive aspects. Teachers also provide several suggestions, including the need to simplify instructions, add items related to self-regulation, and include guidance on linking assessment results with differentiated learning strategies.

Student responses showed an average percentage of 87.6%, indicating that the instrument was perceived as easy to use and relevant to their experiences. Students state that the instrument helps them reflect on aspects of self-awareness, self-management, and social relationships. However, students also suggested adding concrete situational examples and simplifying certain terms to make the instrument easier to understand for all students.

The results of the limited field trials were not interpreted as evidence of the instrument's effectiveness, but rather as an initial indication of its usability and user acceptance. The limited number and characteristics of the subjects resulted in restricted external validity. Therefore, the claims presented in this study are limited to aspects of content validity and initial practicality, while empirical testing of the instrument's effectiveness requires further studies using quasi-experimental or experimental designs.

Revision Product

The revision of the development of the "Non-Cognitive Diagnostic Assessment Instrument Based on *Differentiated Instruction* and *Social Emotional Learning* for Junior High School/Islamic Junior High School Students" was divided into three stages: (a) the first revision stage based on expert analysis; (b) the second revision stage based on individual field trials; and (c) the third revision stage based on the main field trials involving teacher and student responses.

Table 6. Revision Results Product

Stage Revision	Expert/ Subject	Suggestions / Feedback	Revisions Made	Revision
Stage 1: Expert Analysis	Evaluation Learning	Instructions not enough clear	Instructions separated become steps sorted, using bullets/numbering	Legibility instructions, format consistency
	Evaluation Learning	Question too difficult	Break question become a number of part	Convenience understanding participant
	Psychology /Counseling	Use pattern inversion	Reordering order question	Clarity construct social-emotional
	Psychology /Counseling	Add element motivation	Add questions that assess factor motivation	Representation self-management & social awareness construct
	Language	Repair capitalization, spacing, punctuation read	Consistency writing term technical, correction spaces & commas	Legibility linguistics
Stage 2: Individual Trial	1 Teacher & 1 Student	Need explanation more about impact behavior	Add explanation detailed & concrete	Clarity indicator social
	1 Teacher & 1 Student	Indicator need repaired	Revise indicator specific	Validity construct increase
	1 Teacher & 1 Student	Additional data required	Additional data collection	Reliability & dependability instrument increase
Phase 3: Main Field Trial	Teachers & Students of 3 Schools	Need training addition For users new	Developing a guide use comprehensive	Understanding users & consistency implementation

Based on Table 6, several suggestions were given by users in the field regarding the “Non-Cognitive Diagnostic Assessment Instrument Based on Differentiated Instruction and Social Emotional Learning for Junior High School/Islamic Junior High School Students.” All suggestions were accepted and used to revise the product. The revisions implemented through three stages of improvement support the development of a higher-quality product, resulting in a “Non-Cognitive Diagnostic Assessment Instrument Based on Differentiated Instruction and Social Emotional Learning for Junior High School/Islamic Junior High School Students” with improved quality.

Final Product

Based on the data analysis from expert trials, individual trials, field trials, and effectiveness testing, it can be concluded that the "Non-Cognitive Diagnostic Assessment Instrument Based on Differentiated Instruction and Social Emotional Learning for Junior High School/Islamic Junior High School Students" has been declared valid or suitable for use. However, to further refine this product, broader trials (dissemination) may be conducted. The final product of this development is the "Non-Cognitive Diagnostic Assessment Instrument Based on Differentiated Instruction and Social Emotional Learning for Junior High School/Islamic Junior High School Students."

This product can be used in printed form. The printed "Non-Cognitive Diagnostic Assessment Instrument Based on Differentiated Instruction and Social Emotional Learning for Junior High School/Islamic Junior High School Students" is shown in Figure 1 below.

Figure 1 Printed view of the "Non-Cognitive Diagnostic Assessment Instrument Based on Differentiated Instruction and Social Emotional Learning"

This product can also be used in digital form through *Heyzine Flip Book* via the following link: https://heyzine.com/flip-book/e97004c5a8.html, or by scanning the barcode below.

Figure 2 *Barcode of* "Non-Cognitive Diagnostic Assessment Instrument Based on Differentiated Instruction and Social Emotional Learning"

The digital version of "Non-Cognitive Diagnostic Assessment Instrument Based on *Differentiated Instruction* and *Social Emotional Learning* for Junior High School/Islamic Junior High School Students" is presented in Figure 3 below.

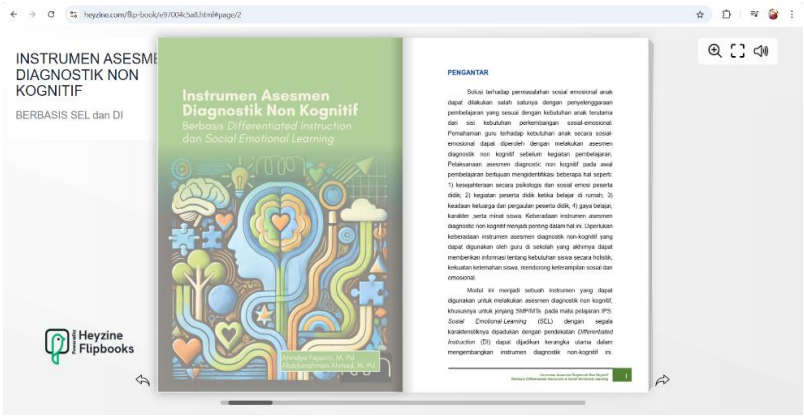

Figure 3 Digital display of the "Non-Cognitive Diagnostic Assessment Instrument Based on *Differentiated Instruction* and *Social Emotional Learning"*

Discussion

This study developed a non-cognitive diagnostic assessment instrument based on the Social-Emotional Learning (SEL) and Differentiated Instruction (DI) approaches with the aim of increasing students' self-awareness, self-management, and social awareness in social studies learning at the junior high school/ Islamic junior high school level. The instrument evaluation followed several stages: conducting a theoretical review, constructing the instrument grid, developing instrument items, conducting expert judgment, implementing trials, performing data analysis, revising the instrument, and formulating the final instrument as the study outcome(Fitriah et al., 2023). The development of this instrument is highly relevant given the increasingly complex challenges in the world of education, especially those related to students' social-emotional problems, such as difficulties in managing emotions, poor communication skills, and mental disorders that can hinder their academic development (Smith & Low, 2013).

Based on research by Smith & Low (2013), optimal social-emotional functioning in students can reduce the inability to adapt to the social environment, prevent the risk of dysfunctional relationships, and reduce interpersonal violence (Djamnezhad et al., 2021; Elias, 2004). This aligns with the findings of the current study, which show that SEL-based diagnostic assessment instruments can help students improve their self-awareness and their ability to interact with peers. By improving these social-emotional skills, students can more easily adapt to social studies learning, which requires collaboration and social interaction skills.

In addition, the Collaborative for Academic, Social, and Emotional Learning (Mckown & Herman, 2020) defines SEL as a process that involves developing the knowledge, skills, and attitudes necessary to interact with others effectively and positively (Umairi, 2024). CASEL emphasizes that developing social-emotional skills is limited to improving interpersonal relationships, but also includes helping students understand and manage their own feelings. Therefore, integrating SEL in social studies learning is expected to improve students' understanding of topics involving social relationships and human interactions.

The instrument developed in this study underwent validity testing by evaluation, psychology, and language experts. The validity results showed excellent scores, with an average validity of 80% from evaluation experts, 76.7% from psychology experts, and 93.3% from language experts. This indicates that the developed assessment instrument meets high validity standards and is appropriate for measuring students' socio-emotional aspects.

The application of Differentiated Instruction (DI) in the context of SEL is expected to address individual differences in classes with varying learning styles, social-emotional needs, and ability levels. DI is an approach that allows teachers to tailor instruction to students' needs, which is essential for supporting more effective and inclusive learning. In the context of social-emotional learning, this approach allows students who have difficulty in managing emotions or developing social skills to receive more attention, while students who are more prepared can be given greater challenges in developing those skills.

The diagnostic assessment instrument developed in this study is not only relevant for social studies learning, but also applicable in other subjects that involve development. social-emotional students (Iskak, K. N. N., Thamrin, A. G., & Cahyono, 2023). Effective social-emotional education can improve students' interpersonal

relationships, reduce maladjustment, and address problems social others (Smith & Low, 2013). Therefore, the development of valid and acceptable instruments for teachers and students is very important to improve the quality of education that focuses on children's social-emotional development.

CONCLUSION

This study aims to develop a non-cognitive diagnostic assessment instrument based on Social-Emotional Learning (SEL) and Differentiated Instruction (DI) to improve students' self-awareness, self-management, and social awareness in social studies learning at the junior high school/Islamic junior high school level. The results of the study indicate that the developed instrument has met the criteria for excellent validity, with an average validity score of 80% from evaluation experts, 76.7% from psychologists, and 93.3% from linguists. In addition, individual tests showed a percentage of 90%, indicating that this instrument is valid and suitable for use in learning contexts. The application of the SEL and Differentiated Instruction approach in education has been proven to positively influence students' social-emotional development. This approach helps students manage their emotions, interact with others more effectively, and provides flexibility in the learning process tailored to students' individual needs. This assessment instrument has great potential to be applied in social studies learning and in other subjects requiring the development of social and emotional skills. Overall, the development of this instrument makes an important contribution to the world of education, especially in improving the quality of more holistic learning, which includes students' social-emotional aspects. Although the instrument has been proven valid, further research is needed to evaluate the instrument's effectiveness in more diverse contexts, such as in areas with different social conditions or across different age groups. The development of this instrument can be adapted to the evolving educational and social-emotional needs of students.

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