

**DEVELOPING INSTRUMENTS ASSESSMENT BASED ON EMANCIPATED  
CURRICULUM FOR 10<sup>th</sup> GRADE STUDENTS IN SECOND SEMESTER OF SENIOR  
HIGH SCHOOL IN BULELENG REGENCY**

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**Abstract**

This research aims to: (1) identify the needs of teachers and students, (2) develop differentiated assessments based on the learning styles of 10th-grade high school students in the form of a book aligned with the Merdeka curriculum, and (3) assess the quality of the differentiated assessments developed by the researchers. This study employs the Design and Development model by Richey and Klein (2014) as its methodology. The Design and Development model consists of four stages: analysis, design, development, and evaluation. Data for this research were collected using instruments such as interviews, questionnaires, and document analysis. The quality of the developed product was assessed by experts and evaluated by the target users, namely school teachers. The results of the study indicate that (1) four main needs of teachers and students were identified, which formed the basis for developing the product, (2) a design matrix was created based on the research results, needs analysis, and product development using Canva and Liveworksheet applications as media for creating the assessments, (3) the quality of the product, as measured by expert and user evaluations, was rated as "Excellent," indicating that the differentiated assessment book for 10th-grade high school students can assist teachers in the assessment process and help students recognize their potential through their learning styles.

Keywords: Assessment, Differentiated Assessment, Emancipated Curriculum, Learning Style

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**Jurusan Bahasa Asing**

**Abstrak**

Penelitian ini bertujuan untuk: (1) mengetahui kebutuhan dari guru dan siswa, (2) mengembangkan penilaian yang terdifferensiasi berdasarkan learning style dari para siswa yang berada di kelas 10 SMA dalam bentuk buku menyesuaikan kurikulum Merdeka, (3) mengetahui kualitas dari penilaian yang terdifferensiasi yang dikembangkan oleh peneliti. Penelitian ini menggunakan model Design and Development oleh Richey and Klein, (2014) sebagai metodologinya. model Design and Development memiliki empat tahapan: analisis, desain, pengembangan, dan evaluasi. Data yang diperoleh dari penelitian ini menggunakan instrumen berupa wawancara, angket, dan analisis dokumen. Kualitas dari produk yang dikembangkan diukur dari olah ahli dan dinilai dari target pengguna, yaitu guru disekolah. Hasil penelitian menunjukkan bahwa (1) ditemukan empat kebutuhan utama guru dan siswa yang menjadi dasar dari peneliti untuk mengembangkan produk, (2) perancangan dibuat matrix yang dibuat berdasarkan hasil penelitian, analisis kebutuhan, dan pengembangan produk menggunakan aplikasi Canva dan Livewroksheet sebagai media dalam pembuatan asesmen, (3) kualitas produk yang diukur melalui expert judgement dan user judgement, dengan nilai produk tergolong "Excellent" sehingga menunjukkan bahwa penilaian yang terdifferensiasi yang berbentuk buku untuk siswa kelas 10 SMA dapat membantu guru dalam melakukan proses penilaian dan memudahkan siswa untuk mengetahui potensi mereka melalui gaya belajarnya.

Kata Kunci: Gaya Belajar, Kurikulum Merdeka, Penilaian, Penilaian Tedifferensiasi