

DEVELOPING DIFFERENTIATED ASSESSMENT INSTRUMENT IN EMANCIPATED CURRICULUM FOR 5th GRADE STUDENTS OF ELEMENTARY SCHOOL

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ABSTRACT

This study aims to develop differentiated assessment instrument in emancipated curriculum based on the students' learning style for grade 5 semester 1 elementary school students. This research involved two teachers and 49 5th-grade students from two schools in Buleleng. This research uses the Design and Development model through 4 main stages: analysis, design, development, evaluation. Data was collected through interview of teacher's needs, analyzing students' learning styles through questionnaires with close-ended questions models and analyzing document study. The data that has been collected then analyzed using mixed methods, qualitative and quantitative. The results showed that there are needs for teachers to deepen their understanding of differentiated learning in emancipated curriculum and the questionnaire show the different of students learning styles with the dominant order of visual, kinaesthetic, aural, and read/write. The product has been developed through the stages of revision, quality checking so that it is said to be able to used in differentiated learning in accordance with the emancipated curriculum based on the learning styles of students.

Keywords: *Emancipated curriculum, differentiated assessment, Learning styles, Elementary school*

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ABSTRAK

Penelitian ini bertujuan mengembangkan instrument penilaian berdiferensiasi sesuai kurikulum emansipasi yang berdasar kepada gaya belajar siswa khususnya untuk kelas 5 sekolah dasar semester 1. Penelitian ini melibatkan dua guru yang mengajar kelas 5 dan 49 siswa kelas 5 dari dua sekolah di Buleleng. Penelitian ini menggunakan metode Desain dan Development dengan melalui 4 tahapan utama yaitu Analisis, Design, Development, Evaluation. Data dikumpulkan melalui tahapan analisis kebutuhan siswa dan guru melalui interview, analisis gaya belajar siswa melalui kuesioner dengan model pertanyaan close-ended dan analisis dokumen studi. Data yang telah dikumpulkan kemudian dianalisis dengan menggunakan metode campuran yaitu metode kualitatif dan kuantitatif. Hasil penelitian menunjukkan adanya, kebutuhan guru dalam memperdalam pemahaman terhadap pembelajaran berdiferensiasi yang disesuaikan dengan kurikulum emansipasi, hasil kuesioner menunjukkan bahwa gaya belajar siswa kelas 5 berbeda-beda dengan urutan dominan visual, kinaesthetic, aural dan read/write, . Produk yang telah dikembangkan melalui tahapan revisi, pengecekan kualitas sehingga dikatakan mampu untuk digunakan dalam pembelajaran berdiferensiasi sesuai dengan kurikulum emansipasi berdasarkan kepada gaya belajar dari siswa.

Kata Kunci: *Kurikulum emansipasi, Penilaian berdiferensiasi, Gaya belajar, Sekolah dasar*