

**EMANCIPATING THE STUDENTS: THE DEVELOPMENT OF
DIFFERENTIATED ASSESSMENT INSTRUMENT FOR 4TH GRADE
STUDENTS OF ELEMENTARY SCHOOL**

By

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ABSTRACT

The implementation of the Emancipated curriculum is applied the differentiated learning and to conduct the differentiated assessment. In this study, the researcher aims to develop differentiated assessment instruments based on 4th-grade elementary school students' learning styles in an emancipated curriculum. This study uses the DnD or Design and Development methods. The subject of this study is two teachers and 34 students in the 4th grade of Buleleng Regency Elementary School. In the analysis phase, the researcher found the five needs of the teacher and students' needs in order to develop the differentiated assessment instruments. The design phase has been done by designing the differentiated assessment instruments, the researcher uses the Canva application and the product consists of a front cover, learning objectives, learning activities based on students' learning styles and the 4th-grade second-semester English textbook, differentiated assessment instruments, key answers, and back cover. Through the development phase, there were two experts and the supervisor who gave suggestions regarding the product. After the product is evaluated by the user and experts, it is revealed that the differentiated assessment instruments product is appropriate to be used by English Language learning teachers.

Keywords: *Differentiated assessment, Learning styles, Emancipated curriculum.*

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ABSTRAK

Implementasi kurikulum emansipasi adalah mengaplikasikan pembelajaran berdiferensiasi dan menjalankan penilaian berdiferensiasi. Pada penelitian ini, peneliti bertujuan untuk mengembangkan instrumen penilaian berdiferensiasi berdasarkan gaya belajar siswa Sekolah Dasar kelas 4 semester 2 dalam kurikulum emansipasi. Penelitian ini menggunakan metode DnD atau Design dan Pengembangan. Pada tahap analisis, peneliti menemukan 5 kebutuhan guru dan siswa dalam hal pengembangan instrumen penilaian berdiferensiasi. Tahapan design dilakukan dengan membuat desain dengan menggunakan aplikasi Canva dan terdiri dari beberapa elemen seperti sampul depan, tujuan pembelajaran, aktivitas pembelajaran sesuai dengan gaya belajar siswa dan buku Bahasa Inggris kelas 4 semester 2, instrumen penilaian berdiferensiasi, kunci jawaban, dan sampul belakang. Melalui tahap pengembangan, peneliti mendapatkan rekomendasi dari ahli dan dosen pembimbing terkait product yang sudah didesain. Setelah melewati tahap evaluasi, instrumen penilaian berdiferensiasi sudah sesuai untuk digunakan oleh guru mata pelajaran Bahasa Inggris.

Kata kunci: Penilaian berdiferensiasi, gaya belajar, kurikulum emansipasi