

THE DEVELOPMENT OF DIFFERENTIATED ASSESSMENT INSTRUMENTS IN EMANCIPATED CURRICULUM FOR 4TH-GRADE STUDENTS OF ELEMENTARY SCHOOL

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ABSTRACT

Differentiated assessment is an assessment that gives students a fair chance to demonstrate their understanding and skills based on their interests. Presently, Indonesia has a new curriculum, named the Emancipated Curriculum. Teachers need to understand this assessment and how it is implemented, thus teachers are able to guide students based on their learning styles. Teachers are able to adapt students' learning styles to the application of differentiated assessment. This research develops differentiated assessment in the form of a book in an emancipated curriculum based on the VARK learning styles proposed by Fleming et.al (2005), namely Visual, Aural, Read/Write, and Kinesthetic. This research uses the design and development (DnD) method by Richey and Klein (2007). There are four stages in developing this product, namely Analysis, Design, Development, and Evaluation. The data was obtained from two schools in Buleleng regency with 36 respondents two teachers who teach English, and 34 primary school students in grade 4 as subjects. The data obtained was analyzed using mixed method data techniques. In the analysis stages, the researcher collected data using several instruments such as interviews, questionnaires, and document analysis to collect the required data, and criteria needed for the product development process. In the design stage, a matrix was created to guide product development. In the development stage, the product is created based on the matrix. The product is adjusted to learning objectives, learning topics, and learning activities according to learning styles with paired instructions for the teachers and students and the appropriate type of assessment. The product is revised based on input from supervisors and experts. In the evaluation stage, it was found that the product of differentiated assessment books based on learning styles was categorized as an excellent product and suitable for teachers to use in English language learning.

Keywords: Differentiated assessment instrument, emancipated curriculum, learning styles, primary school.

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Penilaian berdiferensiasi adalah penilaian yang memberikan kesempatan yang adil kepada siswa untuk menunjukkan pemahaman dan keterampilan mereka berdasarkan minat mereka. Saat ini, Indonesia memiliki kurikulum baru, yaitu Kurikulum Merdeka. Guru perlu memahami penilaian ini dan bagaimana penerapannya, sehingga guru dapat membimbing siswa berdasarkan gaya belajar. Guru dapat menyesuaikan gaya belajar siswa dengan penerapan penilaian berdiferensiasi. Penilaian ini mengembangkan penilaian terdiferensiasi dalam bentuk buku pada kurikulum merdeka berdasarkan gaya belajar VARK yang dikemukakan oleh Fleming, ddk (2005), yaitu Visual, Aural, Read/Write, dan Kinesetik. Penelitian ini menggunakan metode desain dan pengembangan oleh Richey dan Klein (2007). Terdapat empat tahapan dalam mengembangkan produk ini, yaitu Analisis, Desain, Pengembangan, dan Evaluasi. Data penelitian ini diperoleh dari dua sekolah di Kabupaten Buleleng dengan responden 36 orang, termasuk 2 guru dan 34 siswa sekolah dasar kelas 4 sebagai subjek penelitian. Data yang diperoleh dianalisis dengan menggunakan teknik data metode campuran. Pada tahap analisis, peneliti mengumpulkan data dengan menggunakan instrumen seperti wawancara, kuesioner, dan analisis dokumen, untuk mengumpulkan data yang dibutuhkan, dan kriteria yang diperlukan dalam proses pengembangan produk. Pada tahap desain, matriks dibuat untuk menjadi pedoman pengembangan produk. Pada tahap pengembangan, produk dibuat berdasarkan matriks tersebut. Produk disesuaikan dengan tujuan pembelajaran, topik pembelajaran, dan kegiatan pembelajaran sesuai dengan gaya belajar dengan petunjuk penggunaan yang mudah dipahami untuk guru dan siswa dan jenis penilaian yang disesuaikan dengan kegiatan yang telah dibuat. Produk direvisi berdasarkan masukan dari pembimbing dan ahli. Pada tahap evaluasi, ditemukan bahwa produk buku penilaian berdiferensiasi berdasarkan gaya belajar dikategorikan sebagai produk yang baik, dan layak digunakan guru dalam pembelajaran bahasa Inggris.

Kata Kunci: Instrumen penilaian bterdiferensiasi, kurikulum merdeka, gaya belajar dan sekolah dasar.