

**THE DEVELOPMENT OF DIFFERENTIATED ASSESSMENT  
INSTRUMENTS BASED ON THE EMANCIPATED  
CURRICULUM FOR 8<sup>TH</sup> GRADE STUDENTS  
OF JUNIOR HIGH SCHOOL**

**By:**

**Kadek Candra Paramita, 2012021130**

**English Language Education**

**ABSTRACT**

This research aimed to develop a differentiated assessment instrument based on the emancipated curriculum tailored to 21st-century learning methods: problem-based learning, project-based learning, and discovery learning, as well as visual, auditory, read/write, and kinesthetic learning styles. The subjects of this research were 32 eighth-grade students and an English teacher at SMP Negeri 6 Singaraja. This research used the Design and Development method by Richey & Klein (2007), complemented by the ADDE (Analysis, Design, Development, and Evaluation) stages. The researcher developed the instrument based on the matrix by considering the Learning Objectives Flow used by the teacher in the learning process. At the analysis stage, the researcher collected data through teacher interviews, student questionnaires, and document analysis of the Learning Objectives Flow. At the design stage, the researcher designed a matrix consisting of several aspects, such as learning objectives, learning topics, learning methods, learning styles, and types of assessment. At the development stage, the researcher developed the product in the form of a book based on the matrix that had been designed. At the evaluation stage, the product was assessed by two English lecturers as the experts and an English teacher as the user to determine its quality. The experts categorized the product as an excellent product and feasible to be used in the learning process to assess 8th-grade junior high school students in the second semester.

**Keywords:** *Differentiated Assessment, Assessment Instruments, 21<sup>st</sup> Century Learning Method, Learning Style*

**THE DEVELOPMENT OF DIFFERENTIATED ASSESSMENT  
INSTRUMENTS BASED ON THE EMANCIPATED  
CURRICULUM FOR 8<sup>TH</sup> GRADE STUDENTS  
OF JUNIOR HIGH SCHOOL**

**By:**

**Kadek Candra Paramita, 2012021130**

**English Language Education**

**ABSTRAK**

Penelitian ini bertujuan untuk mengembangkan instrumen penilaian berdiferensiasi berdasarkan Kurikulum Merdeka yang disesuaikan dengan metode pembelajaran abad ke-21: pembelajaran berbasis masalah, pembelajaran berdasarkan proyek, dan pembelajaran berbasis penemuan, serta gaya belajar visual, auditori, baca/tulis, dan kinestetik. Subjek penelitian ini adalah 32 siswa kelas delapan dan seorang guru bahasa Inggris di SMP Negeri 6 Singaraja. Penelitian ini menggunakan metode *Design and Development* oleh Richey & Klein (2007), yang dilengkapi dengan tahap ADDE (*Analysis, Design, Development, dan Evaluation*). Peneliti mengembangkan instrumen berdasarkan matriks dengan mempertimbangkan Alur Tujuan Pembelajaran yang digunakan oleh guru dalam proses pembelajaran. Pada tahap analisis, peneliti mengumpulkan data melalui wawancara guru, kuesioner siswa, dan analisis dokumen Alur Tujuan Pembelajaran. Pada tahap desain, peneliti merancang matriks yang terdiri dari beberapa aspek, seperti tujuan pembelajaran, topik pembelajaran, metode pembelajaran, gaya belajar, dan jenis penilaian. Pada tahap pengembangan, peneliti mengembangkan produk dalam bentuk buku berdasarkan matriks yang telah dirancang. Pada tahap penilaian, produk dinilai oleh dua dosen bahasa Inggris sebagai ahli dan seorang guru Bahasa Inggris sebagai pengguna untuk menentukan kualitasnya. Para ahli mengkategorikan produk sebagai produk yang sangat baik dan layak untuk digunakan dalam proses pembelajaran untuk menilai siswa kelas 8 sekolah menengah pertama pada semester kedua.

**Kata Kunci:** *Penilaian Berdiferensiasi, Instrumen Penilaian, Metode Pembelajaran Abad ke-21, Gaya Belajar*