

**DEVELOPING DIFFERENTIATED ASSESSMENT
INSTRUMENT IN EMANCIPATED CURRICULUM
FOR 7TH GRADE STUDENTS OF JUNIOR HIGH SCHOOL**

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ABSTRACT

This research aims to test the product of differentiated assessments for junior high school students in the first semester and is intended to support teachers in providing appropriate assessments for students. The problem that the researcher found was that teachers were still lacking in implementing relevant assessments for students. The purpose of this research is to assist teachers in providing good assessment instruments for the "Emancipated Curriculum" to students. Collecting differentiated assessment data is done using the qualitative method. Research uses ADDE theory, namely analysis, design, development, and evaluation. Researchers support the theory of the emancipated curriculum, assessment definitions, 21st century learning methods, and learning style. Data collection was carried out by conducting interviews with teachers, distributing questionnaires about learning methods and learning styles to students with thirty-three respondents, and conducting document analysis in the form of "Alur Tujuan Pembelajaran" in seventh grade. Then the product was tested by two experts and one English teacher, and the results were calculated based on quantitative methods and declared very good and ready to use. The conclusion that can be drawn is that the researcher created a product about differentiated assessment to help seventh grade junior high school teachers implement relevant differentiated assessment.

Keyword: ADDE, differentiated assessment, rubric, Emancipated Curriculum

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ABSTRAK

Penelitian ini bertujuan untuk menguji produk penerapan penilaian pembeda pada siswa SMP pada semester satu dan dimaksudkan untuk mendukung guru dalam memberikan penilaian yang tepat bagi siswa. Permasalahan yang peneliti temukan adalah guru masih kurang dalam melaksanakan penilaian yang relevan terhadap siswa. Tujuan dari penelitian ini adalah untuk membantu guru dalam memberikan instrumen penilaian pada “Kurikulum Emansipasi” yang baik kepada siswa. Pengumpulan data penilaian yang berbeda dilakukan dengan menggunakan metode kualitatif. Penelitian menggunakan teori ADDE yaitu analisis, desain, pengembangan, dan evaluasi. Peneliti mendukung teori kurikulum emansipasi, definisi penilaian, metode pembelajaran abad 21, dan gaya belajar. Pengumpulan data dilakukan dengan melakukan wawancara terhadap guru, menyebarkan angket tentang metode pembelajaran dan gaya belajar kepada siswa dengan tiga puluh tiga responden, dan melakukan analisis dokumen berupa “Alur Tujuan Pembelajaran” di kelas VII. Lalu produk diuji oleh dua ahli dan satu guru bahasa Inggris lalu hasilnya dihitung berdasarkan metode kuantitatif dan telah dinyatakan sangat baik dan siap untuk dipakai. Kesimpulan yang dapat diambil adalah peneliti menciptakan produk tentang penilaian pembedaan untuk membantu guru kelas VII SMP menerapkan penilaian pembedaan yang relevan.

Kata-kata kunci: ADDE, penilaian pembeda, rubrik, Kurikulum Emansipasi