

**THE DEVELOPMENT OF INSTRUMENTS AS A DIFFERENTIATED
ASSESSMENT BASED ON THE EMANCIPATED CURRICULUM
FOR 8TH-GRADE JUNIOR HIGH SCHOOL STUDENTS**

By

Made Gitananda Pramudya Candra Wardhani

NIM 2012021158

English Language Education, Faculty of Language and Art

Ganesha University of Education

E-mail: gitananda@undiksha.ac.id

ABSTRACT

This research aimed to develop differentiated assessment instruments based on the Emancipated Curriculum for assessing 8th-grade junior high school students. The differentiated instruments are developed according to the Visual, Auditory, Read/write, and Kinesthetic (VARK) learning style adopts 21st century learning methods: project-based learning, problem-based learning, and discovery learning. This research used the Design and Development (DnD) model proposed by Richey and Klein (2007). Four stages have been passed in developing the product: Analysis, Design, Development, and Evaluation. The data was collected in SMPN 6 Singaraja with 33 respondents consisting of an English teacher and 32 8th-grade students as the subject. The collected data were analyzed with mixed method data techniques. In the analysis stage, the researcher collected the data with several instruments such as questionnaire, interview, and document analysis to gain the information needed and the needs of teachers and students for the researcher developing the product. In the design stage, a blueprint and matrix are created as the guide to developing the product. In the development stage, the instrument was developed based on the blueprint. The differentiated assessment instrument developed was adjusted to the learning objectives, learning topics, learning method, different learning activities, type of assessment, and the instruction for the learning process. After the product is done, the product is evaluated by experts in the evaluation stage. Based on the process of developing the differentiated assessment and the final evaluation of the product, the instruments were declared appropriate to be implemented for assessing students with different learning styles in the English learning process, especially for 8th-grade students of junior high school.

Keywords: *Differentiated assessment instrument, VARK learning style, Emancipated Curriculum, 21st century learning methods, teacher and students of 8th-grade junior high school.*

**THE DEVELOPMENT OF INSTRUMENTS AS A DIFFERENTIATED
ASSESSMENT BASED ON THE EMANCIPATED CURRICULUM
FOR 8TH-GRADE JUNIOR HIGH SCHOOL STUDENTS**

Oleh

Made Gitananda Pramudya Candra Wardhani

NIM 2012021158

Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni

Universitas Pendidikan Ganesha

E-mail: gitananda@undiksha.ac.id

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan instrumen penilaian yang berdiferensiasi berdasarkan Kurikulum Merdeka untuk menilai siswa kelas VIII SMP. Instrumen yang berdiferensiasi dikembangkan menurut gaya belajar *Visual, Auditory, Read/write*, dan *Kinesthetic* (VARK) mengadopsi metode pembelajaran abad 21: pembelajaran berbasis proyek, pembelajaran berbasis masalah, dan pembelajaran berbasis penemuan. Penelitian ini menggunakan model *Design and Development* (DnD) yang dikemukakan oleh Richey dan Klein (2007). Empat tahapan telah dilalui dalam pengembangan produk: Analisis, Desain, Pengembangan, dan Evaluasi. Pengumpulan data dilakukan di SMPN 6 Singaraja dengan 33 responden yang terdiri dari seorang guru bahasa Inggris dan 32 siswa kelas 8 sebagai subjeknya. Data yang terkumpul dianalisis dengan teknik data metode campuran. Pada tahap analisis, peneliti mengumpulkan data dengan beberapa instrumen seperti kuisioner, wawancara, dan analisis dokumen untuk memperoleh informasi yang diperlukan dan kebutuhan guru dan siswa bagi peneliti dalam mengembangkan produk. Pada tahap desain dibuat kerangka dan matriks sebagai pedoman pengembangan produk. Pada tahap pengembangan, instrumen dikembangkan berdasarkan kerangka yang telah dibuat. Instrumen penilaian berdiferensiasi yang dikembangkan disesuaikan dengan tujuan pembelajaran, topik pembelajaran, metode pembelajaran, kegiatan pembelajaran yang berbeda, jenis penilaian, dan instruksi/petunjuk dalam proses pembelajaran. Setelah produk selesai, produk dievaluasi oleh ahli dalam tahap evaluasi. Berdasarkan proses pengembangan penilaian berdiferensiasi dan evaluasi akhir produk, instrumen dinyatakan layak diterapkan untuk menilai siswa dengan gaya belajar berbeda dalam proses pembelajaran bahasa Inggris khususnya siswa kelas 8 SMP.

Kata kunci: *Instrument penilaian berdiferensiasi, gaya belajar VARK, Kurikulum Merdeka, metode pembelajaran abad 21, guru dan siswa kelas VIII SMP.*