

DEVELOPMENT DIFFERENTIATED ASSESSMENT INSTRUMENT OF EMANCIPATED CURRICULUM FOR GRADE 9 IN JUNIOR HIGH SCHOOL

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ABSTRACT

In the implementation of the curriculum, of course, it cannot be separated from assessment activities. Assessment helps teachers to know the ability and understanding of students in receiving material. The government is very aggressive in creating a new curriculum to catch up on what was missed in the previous curriculum. Currently, the government has published the latest curriculum with the name Emancipated Curriculum. This curriculum has several assessments that are similar to the previous curriculum. The assessments in question are diagnostic assessments, formative assessments, and summative assessments. This assessment aims to help develop differentiated assessment in schools and in accordance with the diverse learning styles of students. This research uses the Design and Development or D&D method proposed by Richey and Klein's (2007). There are four stages in product development, namely Analysis, Design, Development, and Evaluation or called ADDE. Data collection was conducted at SMPN 1 Seririt, with 38 respondents divided into 37 students and 1 English teacher. The resulting data were analyzed with mixed methods or a mixture of qualitative and quantitative. When collecting data, the author used several instruments such as observation, interviews, questionnaires, and document analysis. Then, at the Design stage, the author makes a matrix as the basis for making products based on the ATP that has been analyzed previously. At the development stage, the assessment instrument developed is adjusted based on the matrix previously made. This instrument consists of learning objectives, topics, learning, types of learning styles, learning methods, learning activities, and assessment instruments. After the product is ready, enter the evaluation stage, where at this stage the product will be assessed by three judges consisting of two lecturers and one English teacher. The results of the jury's assessment resulted in the product being suitable for use in English language learning.

Keywords: Differentiated assessment, emancipated curriculum, learning style, method of learning, teacher and student grade 9 Junior High School

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ABSTRAK

Pada pelaksanaan kurikulum, tentu saja tidak terlepas dari kegiatan penilaian. Penilaian membantu para guru untuk mengetahui kemampuan dan pemahaman siswa dalam menerima materi. Pemerintah sangat gencar untuk membuat kurikulum baru untuk mengejar hal yang terlewatkan pada kurikulum sebelumnya. Saat ini, pemerintah sudah menerbitkan kurikulum terbaru dengan nama Emancipated Curriculum. Kurikulum ini mempunyai beberapa penilaian yang hampir mirip dengan kurikulum sebelumnya. Penilaian yang dimaksud adalah penilaian diagnostic, penilaian formatif, dan penilaian sumatif. Penilaian ini bertujuan untuk membantuk mengembangkan penilaian berdiferensiasi di sekolah dan sesuai dengan gaya belajar siswa yang beragam. Penelitian ini menggunakan metode Design and Development atau D&D yang dikemukakan oleh Richey and Klein's (2007). Ada empat tahapan dalam pengembangan produk yaitu Analysis, Design, Development, and Evaluation atau disebut dengan ADDE. Pengumpulan data dilakukan di SMPN 1 Seririt, dengan 38 responden yang terbagi dari 37 siswa dan 1 guru bahasa inggris. Data yang dihasilkan dianalisis dengan metode campuran atau campuran antara kualitatif dan kuantitatif. Pada saat mengumpulkan data, penulis menggunakan beberapa instrument seperti observasi, wawancara, kuesioner, dan analisis dokumen. Lalu, pada tahap Design, penulis membuat matrix sebagai dasar pembuatan produk berdasarkan ATP yang sudah dianalisis sebelumnya. Pada tahap development, instrument assessment yang dikembangkan disesuaikan berdasarkan matrix yang dibuat sebelumnya. Instrument ini terdiri dari tujuan pembelajaran, topik, pembelajaran, jenis gaya belajar, metode pembelajaran, kegiatan pembelajaran, dan instrument assessment. Setelah produk siap, masuklah ke tahap evaluation, dimana pada tahap ini produk akan dinilai oleh tiga juri yang terdiri dari dua dosen dan satu guru bahasa inggris. Hasil dari penilaian juri ini menghasilkan bahwa produk yang dibuat sudah layak digunakan dalam pembelajaran Bahasa Inggris.

Kata Kunci: Penilaian berdiferensiasi, kurikulum merdeka, gaya belajar, metode pembelajaran, guru dan siswa kelas 9 SMP.