

ABSTRACT

Rizky Gita Puspita Rani. 2025. *Differentiated Assessment in English Subject within Independent Curriculum Implementation.* Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training. Antasari State Islamic University. Advisor. Dr. Hj. Raida Asfihana, M.Pd.

Keywords: Independent Curriculum; Differentiated Assessment; English Subject.

Differentiated assessment is an essential approach in the independent curriculum to meet the diverse learning needs of each student. This study aims to determine how the teacher implements differentiated assessment and its benefits and analyze its effectiveness in supporting learning outcomes, developing students' potential, and integrating students' learning styles and interests in the assessment process. This approach promotes more personalized and meaningful learning by allowing the teacher to customize assessment strategies based on students' needs, interests, and learning styles. This research was conducted at SMAN 5 Banjarmasin, one of the driving schools implementing the independent curriculum. The researcher observed the assessment of learning activities and interviewed an English teacher and twenty students from four classes. The research was conducted through a case study method with data collection techniques in the form of observation and interview, providing data on how the teacher implements differentiated assessment in English within an independent curriculum. The interview results provide data on the benefits of implementing differentiated assessment from the perspective of the teacher and students. The results show that differentiated assessment can increase students' active participation, conceptual understanding, and learning motivation and strengthen students' engagement by recognizing their learning style preferences and interests. In addition, this approach allows the teacher to implement more effective targeted actions to support the development of students' full potential. The implementation of differentiated assessment within the independent curriculum offers the opportunity to create a more inclusive, personalized learning environment that is adaptive to each student's unique needs.

ABSTRAK

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Keywords : Kurikulum Merdeka; Penilaian Berdiferensiasi; Pengajaran Bahasa Inggris.

Penilaian berdiferensiasi merupakan pendekatan penting dalam kurikulum mandiri untuk memenuhi kebutuhan belajar yang beragam dari setiap siswa. Penelitian ini bertujuan untuk mengetahui bagaimana guru mengimplementasikan penilaian berdiferensiasi dan manfaatnya serta menganalisis efektivitasnya dalam mendukung hasil belajar, mengembangkan potensi siswa, dan mengintegrasikan gaya belajar dan minat siswa dalam proses penilaian. Pendekatan ini mendorong pembelajaran yang lebih personal dan bermakna dengan memungkinkan guru untuk menyesuaikan strategi penilaian berdasarkan kebutuhan, minat, dan gaya belajar siswa. Penelitian ini dilakukan di SMAN 5 Banjarmasin, salah satu sekolah penggerak yang menerapkan kurikulum mandiri. Peneliti mengamati penilaian kegiatan pembelajaran dan mewawancarai seorang guru bahasa Inggris dan dua puluh siswa dari empat kelas. Penelitian ini dilakukan melalui metode studi kasus dengan teknik pengumpulan data berupa observasi dan wawancara, yang memberikan data tentang bagaimana guru mengimplementasikan penilaian berdiferensiasi dalam bahasa Inggris dalam kurikulum mandiri. Hasil wawancara memberikan data tentang manfaat penerapan penilaian berdiferensiasi dari perspektif guru dan siswa. Hasil penelitian menunjukkan bahwa penilaian berdiferensiasi dapat meningkatkan partisipasi aktif siswa, pemahaman konseptual, dan motivasi belajar, serta memperkuat keterlibatan siswa dengan mengenali preferensi gaya belajar dan minat mereka. Selain itu, pendekatan ini memungkinkan guru untuk menerapkan tindakan yang ditargetkan secara lebih efektif untuk mendukung pengembangan potensi siswa secara penuh. Penerapan penilaian berdiferensiasi dalam kurikulum mandiri menawarkan kesempatan untuk menciptakan lingkungan belajar yang lebih inklusif, personal, dan adaptif terhadap kebutuhan unik setiap siswa.