

Pre-Assessment Model in Learning Mathematics to Support Planning in Differentiated Instruction on the Implementation of the Independent Curriculum

by Heri Retnawati, Jailani, Kana Hidayati, Elly Arliani, Ezi Apino Lovieanta Arriza, Nana Rizqi Leniastuti Raoda Ismail, Agus Dwi Febrianto, Rugaya Tuanaya

ABSTRACT

In curriculum implementation, one of the components that needs to be prepared is learning assessment. Assessments in the independent curriculum are directed as a whole for the purposes of assessment for learning, assessment as learning and assessment of learning which begin to be planned before learning begins, which are used to plan differentiated learning. So far, the form of assessment before learning is still unclear, so a model is needed that can be used as a reference when implementing the independent curriculum. This research aims to develop an assessment model before mathematics learning in order to support differentiated learning.

This research is development research, using the Borg & Gall steps, with stages of initial study, model development, validation, limited scale trials, wide scale trials and implementation. In the initial study and validation, the responses to this research were junior high school teachers who had implemented the Merdeka curriculum, lecturers and psychologists. In wide-scale trials and implementation, this research involved teachers and students in junior high schools in Yogyakarta and surrounding areas. Data collection was carried out using focus group discussions, interviews, tests and observations. Data analysis was carried out both quantitatively and qualitatively.

This research produces an assessment model that has been validated and tested. Teachers can carry out initial learning assessments by using test and non-test instruments. The test instrument is used to measure mastery of prerequisite material, while the non-test instrument is used to measure students' learning readiness, learning style and personality type. The results of this assessment can be used by teachers to prepare students and determine differentiated learning considering student variability.

Kata Kunci: *assessment model, mathematics learning, differentiated learning, Merdeka curriculum*