



ASSISTANCE IN THE DEVELOPMENT OF ASSESSMENT INSTRUMENTS FOR DIFFERENTIATED LEARNING IN THE MERDEKA CURRICULUM FOR SPECIAL EDUCATION TEACHERS IN BANTEN PROVINCE

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Abstrak: Four issues have been identified as requiring solutions, Teachers encounter difficulties in developing disability assessment instruments for differentiated learning in the Merdeka Curriculum. There is a lack of understanding of how to assess disabilities for differentiated learning in the independent curriculum. Teachers lack the necessary competence to carry out assessment procedures for students with disabilities. There is a lack of cooperation between teachers and other institutions. Prior to the provision of assistance, observations were conducted to ascertain the requisite needs, thereby enabling the design of an efficacious programme. Furthermore, an Assessment Instrument Book for Students with Disabilities was devised as a technical guidance material. The mentoring process is conducted intensively with teachers in the construction of assessment instruments for students with disabilities. The results obtained subsequent to the implementation of technical guidance encompass a multitude of aspects, including augmented knowledge and practical skills amongst the participants.

Keywords: *differentiated learning, merdeka curriculum, special education*

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INTRODUCTION

It is essential that teachers possess a comprehensive understanding of the areas to be assessed, as meaningful assessment can only be conducted if teachers have a deep comprehension of the key aspects of learning, particularly in the context of differentiated learning. The development of assessment in differentiated learning for students with special needs must be designed with a flexible, inclusive and adaptive approach. It is crucial to guarantee that each student, with their distinctive backgrounds and requirements, can exhibit their capabilities to the fullest extent. One area of assessment that was discussed is that of basic cognitive skills. In order to comprehend the specific elements encompassed within the domain of basic cognitive skills, it is imperative for educators to possess a comprehensive grasp on the fundamental concept and understanding of these skills. Basic cognitive skills are prerequisites for learning academic fields, particularly in the context of arithmetic. A student is deemed prepared to engage with mathematical learning, particularly arithmetic, when they have demonstrated proficiency in four fundamental cognitive abilities: classification, ordering and/or seriation, correspondence, and conservation (Piaget, 1965).



METHODE

Assessment is a very important activity to be carried out by a teacher to understand students with disabilities. The results of the assessment can help teachers in designing appropriate learning programmes as well as efforts to develop students according to their potential and talents. In special education, teachers who are part of the assessment team are responsible for recognising children's strengths and weaknesses. This is important to provide in-depth information to related parties, such as parents, psychologists and other experts. However, based on observations, teachers still experience difficulties in developing assessment instruments, especially for differentiated learning in the Merdeka Curriculum. Teachers lack understanding in carrying out assessments for students with disabilities. Therefore, there is a need for technical guidance for special education teachers to have knowledge about how to assess disabilities for differentiated learning in the Merdeka Curriculum.

Basic Cognitive Skills Instrument Outline Table

Skills	Sub Skills	Indicator
Basic cognitive skills	Classification	Grouping objects by colour 2. Grouping objects by shape 3. Grouping objects by size
	Ordering & Seriation	Sort objects by shape size pattern 2. Sort objects by colour size pattern 3. Counts each object once in sequence 4. Arranging objects based on long-short size 5. Arranging objects based on big-small size
	Correspondence	Pair/match two groups of objects with the same number but different characteristics 2. Pairing/matching three groups of objects with the same number but different characteristics
	Conservation	Determine the number of members in a given group of objects after a change in position/place 2. Determines the length of a certain object after a change in position/place 3. Determine the weight of a certain object after a change in position/place

RESULT & DISCUSSIONS

The training and assistance provided to special education teachers in the creation of assessment instruments for students with disabilities has been effective in facilitating the implementation of differentiated learning within the Merdeka Curriculum. Teacher participation in training activities is evidenced by the questions they ask, which indicate a high level of interest in the steps involved in creating assessment instruments for students with disabilities for the implementation of differentiated learning in the Merdeka Curriculum.

Furthermore, teachers are eager to develop assessment tools for students with disabilities in the context of differentiated learning within the independent curriculum. All teachers are encouraged to engage in the process of creating assessment instruments for students with disabilities in the context of differentiated learning within the independent curriculum.

CONCLUSION

The design of assessments of basic cognitive skills should be informed by an understanding of the specific needs of learners with disabilities. The assessment methods employed are differentiated in accordance with the diversity of learners with special needs. The mentoring activities were carried out at At Thohairiyah Special School (SKH), Banten with the participation of 30 teachers from various special schools in Banten Province. This programme aims to provide assistance to teachers in making assessment instruments for students with disabilities so that they can implement learning that suits the individual needs of each student.

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