Implementation of Assessment of Learning through Project-Based Differentiated Learning in the Learning Strategy Course History Education Students FKIP UM Metro

Bobi Hidayat*, Abi Krisna Arrasyid, Sowiyah

Department of Doctorate Education, Faculty of Teacher Training and Education, Universitas Lampung, Bandar Lampung, Indonesia
*Corresponding Address: hidayatbobi1234@gmail.com

Article Info	ABSTRACT
	The purpose of writing this is to describe how the implementation assessment of learning in subjects differentiated learning strategies is based on the project. The method used in this study is a qualitative descriptive method with data collection methods in the form of observation, questionnaires, and tests. The study results showed that out of 15 students who took this course, 3 students compiled projects in the form of posters, 11 students compiled projects in the form of infographics, and 1 student compiled a project in the form of a concept map. The evaluation carried out included 4 aspects, namely, planning, relevance, originality, innovation, and creativity of the projects compiled by students. The results of the planning can be said to be good because students have prepared the Canva and Flipbook applications, and students are also able to operate them well to produce interesting project creations. The relevance of the material to the project is appropriate. The original project was done by students so that its authenticity is not in doubt, and students have quite good creativity and innovation so that they produce interesting digital projects. After an assessment was carried out with the test instrument that had been prepared, the assessment was as expected. Therefore, the author recommends that educators be able to use project-based learning that is diversified with several project options both digitally and manually according to the material taught to train students' creativity and innovation.

INTRODUCTION

The development of education in Indonesia is very dynamic, including the development of its curriculum which also occurs in higher education. The education curriculum in Indonesia has changed from time to time referring to the needs of students according to the times. The curriculum currently being developed by the government refers to the development of the independent learning curriculum commonly referred to as the independent learning curriculum for independent campuses. This curriculum gives students freedom in terms of learning and choosing a learning environment according to their abilities, talents, and interests.

The curriculum itself according to the National Education System Law Number 20 of 2003 is defined as a set of plans and arrangements regarding the objectives, content, and learning materials and methods used as guidelines for organizing learning activities to achieve certain educational goals. The curriculum is designed as a reference for implementing education both in elementary and secondary schools as well as in higher education. The curriculum itself is of course compiled and developed by the objectives to be achieved. The objectives in the curriculum will be adjusted to the development of the human being who is learning itself.

The independent curriculum was developed referring to the thoughts of Ki Hajar Dewantara where education needs to pay attention to the conditions of the learner. Students

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have a natural and time-dependent nature. Natural nature means that students have an environment around them, both physical, social, and cultural, that needs to be taught so that they know the conditions of their surroundings to adapt and provide provisions in their lives. While the nature of time, means that children's education must be adjusted to the era in which the child is learning. Where the period of student learning from era to era has differences, then learning must be adjusted to the conditions of the student's era. The student education process can refer to differences in characteristics. Where one student with another has different abilities and characteristics. These differences in student abilities and characteristics need to be accommodated so that they can develop well according to the talents and interests of students.

Knowing the characteristics of students for lecturers is a must so that lecturers can carry out the learning process well. Recognizing the characteristics and abilities of students is important to support the achievement of the desired learning objectives. In addition to the completeness and abilities of students, the accuracy of learning planning for student characteristics is a factor that can support the achievement of learning objectives.

One of the learning models developed in the independent curriculum is the differentiated learning model. Dinar Westri Andini (2016:342) Differentiated instruction is a curriculum modification where all students can learn in one class with different levels of ability. This approach is carried out in the learning process in the classroom with various student abilities in the class. The meaning of differentiated itself is that each student has different curriculum standards adjusted to their needs. Differentiated learning is an adjustment to the interests, learning preferences, and readiness of students to achieve increased learning outcomes. Differentiated learning is not individual learning. However, it tends more toward learning that accommodates the strengths and learning needs of students with independent learning strategies (Marlina, 2019:3).

Differentiated learning is a learning process whose implementation is designed to accommodate differences in student abilities. This learning does not view students as the same so that they are given the same treatment in learning but views students as uniquely different from one another so that they need to be facilitated according to the student's condition. In its implementation, lecturers can also modify the content of the lesson, the learning process, the products or results of the learning taught, and the learning environment where students learn. Through the implementation of this learning process, lecturers can serve students according to their respective circumstances individually. This is in line with the national education mission, namely to realize the golden generation in 2045 (Bayumi et al., 2021: 5).

Differentiated learning can be applied with various models and approaches according to student characteristics. Tomlinson and Eidson in Bayumi et al. (2021:15) stated that differentiated learning at the higher education level can be defined as learning that proactively involves students throughout the process, and views classes as classes that combine various student readiness, interests, and talents. This learning is closely related to student involvement in the learning process.

Tracing the concept of differentiated learning above, it would be interesting to develop it further for students related to how differentiated learning is implemented in higher education, student evaluation, and perception if implemented with project-based learning, especially in learning strategy courses. Where the characteristics of this course lead to the preparation of learning plans by students who are prospective teacher students who should understand and be skilled in preparing learning plans and their components. Therefore, it can be used as a reference for lecturers in managing the learning process based on the independent learning curriculum, especially in managing project-based differentiated learning in learning strategy courses in higher education.

METHODS

This study uses a qualitative descriptive research method. Qualitative descriptive research is a study that aims to describe natural or artificial events through their characteristics, qualities, and relationships with other entities (Sukmadinata, 2011). Data collection techniques used consist of observation, questionnaires, and tests. Observation is used to see performance when students are working on projects. Questionnaires are used to obtain information about applications and other information related to projects compiled by students. Questionnaires are distributed to students via the Google Form application. Tests are used to provide a final assessment of the project that has been created by students.

RESULTS AND DISCUSSION

Differentiated Learning

Differentiated learning is a learning process whose implementation is designed to accommodate differences in student abilities. This learning does not view students as the same so that they are given the same treatment in learning but views students as uniquely different from one another so they need to be facilitated according to the conditions of the students (Hidayat, 2023). Differentiated learning can be implemented by starting with recognizing the condition of students through assessment activities that can be carried out using certain instruments. The term that can be used to recognize the condition of students is a diagnosis in learning. Diagnosis in learning is interpreted as various efforts by teachers to find detect, and examine the causes of students who experience learning difficulties (Mulyadi, 2010:1). By carrying out a diagnosis on students, students' suboptimal learning will be found, so that these conditions can be used as a basis for lecturers to recognize the differences in potential in students, as well as their characteristics.

Differentiated learning leads to this. In addition to learning styles, differentiated learning also leads to students' learning abilities and their choice of learning environment. Learning with the same goals can be achieved in different ways by considering students' abilities and their choice of learning environment. Readiness and accuracy in developing learning strategies are important. If not planned properly, this project-based differentiated learning cannot run well (Hidayat, 2023).

The implementation of differentiated learning will be collaborated with project learning. Project learning itself is defined as learning by producing products from the material studied. In this model, students not only gain theoretical knowledge, but are also actively involved in planning, designing, implementing, and evaluating projects that are relevant to the lecture material. This approach allows students to gain a deeper understanding of the lecture material and develop practical skills along with participating in these projects (Kamaruddin et al., 2023). Project-based assessment is an assessment activity for project assignments that must be completed by students based on time within a certain period (Supianto, 2022). Project-based learning will be able to provide students with a lot of information and skills that are a series of cognitive implementations. Project-based learning is a learning method that uses projects as a medium to deliver material (Qadrianti et al., 2022).

Project-based learning includes several stages including planning, implementation, evaluation, and follow-up plans. In the process of implementing the assessment of learning, there are at least 4 steps that will be passed, namely management, relevance, authenticity, innovation, and creativity. The following is a modified project-based learning flow chart from the article obtained.
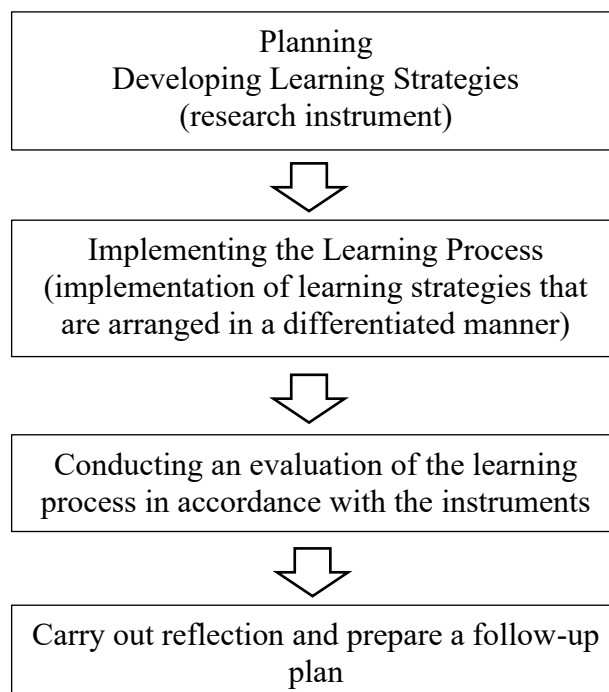
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┌─────────────────────────────────────┐
│              Planning               │
│   Developing Learning Strategies    │
│       (research instrument)         │
└─────────────────────────────────────┘
                  ⇩
┌─────────────────────────────────────┐
│   Implementing the Learning Process │
│ (implementation of learning strategies that │
│  are arranged in a differentiated manner) │
└─────────────────────────────────────┘
                  ⇩
┌─────────────────────────────────────┐
│  Conducting an evaluation of the learning │
│ process in accordance with the instruments │
└─────────────────────────────────────┘
                  ⇩
┌─────────────────────────────────────┐
│  Carry out reflection and prepare a follow-up │
│                plan                 │
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Figure 1. Flowchart learning project modified (Hidayat, 2023)

Planning

Planning start by compiling a plan for the project that will be assigned to students. Students involved in learning diversified so assigned projects to student varies with room scope Projects can be in the form of videos, maps concepts, charts, images/caricatures, podcasts, infographics, and posters according to the material studied. Students can choose one project offered by interests and talent students. The projects created are adjusted to the lecture material, namely fun learning strategies. The projects compiled by students are not in printed form, but in digital form which are then uploaded to the Learning Management System (LMS) of the UM Metro Online Learning System (Spada). Planning also targets the preparation of project evaluation instruments compiled by lecturers. The instruments compiled include aspects of knowledge and skills. The instruments developed refer to how students manage in the form of selecting topics, searching for information, and managing time until the compiled project is completed. Relevance includes the suitability of topics and data with the material being studied. Authenticity refers to the originality of the project compiled. The last is the innovation and creativity of the project compiled by students.

Next is to compile a questionnaire and observation sheet. The questionnaire refers to the information needed such as the application used and some other information. While the observation sheet targets how the observation instrument of student activities in working on the project. After all research instruments have been compiled, the next stage is to conduct the research.

Implementation

The implementation of project-based learning for students is carried out according to the lecture schedule. The number of students taking the learning strategy course is 15 students. Not all project choices are taken by students, the project assignments chosen by students can be grouped as follows:

Table 1. The Project Assignments

No	Choice Project Student	Amount	Percentage
1	Poster	3	20%
2	Infographics	11	73%
3	Concept maps	1	7%
	Amount	15	100%

Referring to the data above shows that part big students choose to finish task project with compile infographics. The questionnaire distributed to students describes that infographics are more interesting. Because besides there is an element of interest can also be shown easy points For delivered. In addition, the characteristics of the material can also be easily adjusted to the infographic project being prepared. In addition, several students prepare projects in the form of posters and concept maps. This is a variant of several students who have different thoughts from other students.

Meanwhile, observations on student learning activities in compiling projects can provide an overview of how students have been able to operate the Canva and Flipbook applications. The devices used are those brought by students and each student brings their laptop. The results of observations where the projects are compiled independently, but occasionally there are discussions between students. For project completion uploading to the LMS is done on time.

Evaluation

Project assessment is an activity to determine students' ability to apply their knowledge by completing a task within a certain period/time (Undang Rosidin, 2017). Project-based learning is learning that facilitates students to construct their understanding of a concept while planning a project to produce a product to solve real-life problems (Mardhiyana, 2017). Project assessment has at least four things that can be considered, 1. Management, 2. Relevance, 3. Authenticity, 4. Innovation and Creativity

The evaluation results consist of project assessments and student perceptions after completing the project. Project-based learning evaluations are carried out both during the learning process and the products produced. Process or formative evaluations are carried out by lecturers after discussion activities to clarify students' understanding of the basic concepts of instructional design. During the discussion process, lecturers observe students' attitudes, participation, and activeness to be assessed (Ilmudinulloh, 2022). The evaluation section used is Assessment of Learning. Assessment of learning Still becomes the dominant approach used. The purpose of approach assessment is to know and confirm the results of learning and Then report it to students. Progress Study student reported in form results exam (Anisah, 2021). Referring to the results evaluation end to projects prepared by students can seen that:

Table 2. Results Evaluation End to Projects Prepared by Students

No	Indicator Evaluation	Assessment Results
1	Planning	Students in compiling projects in terms of planning by preparing applications, namely *Canva* and *Flipbook*. This application is free so it can be easily accessed by students. Furthermore, the project that is compiled is in digital form which is then planned to be uploaded to the online learning system (SPADA UM Metro). At the planning stage, it was considered good, because it was carried out by all students and by what was expected by the lecturer.

2	Relevance	Students have studied the lecture material on which they will create their project, namely about enjoyable learning strategies so that the project they have compiled has been adjusted to the lecture material.
3	Authenticity	After the product So the result was rated original Because bolted directly by students in a way independent by observation lecturer
4	Innovation and Creativity	The resulting products are interesting student creations and can also be used as learning resources.

The evaluation results show that the objectives of the lecture in the form of mastery of material on fun learning strategies can be achieved by implementing different projects from one another. Referring to the results of the projects compiled by students, namely Posters, Infographics, and Concept Maps can show optimal results. Based on the assessment results referring to the instruments used in the assessment of cognitive and psychomotor aspects have good abilities. This is also reinforced by the answers to the questionnaire distributed to students. Referring to the results of the questionnaire distributed to students can provide an overview that students in compiling projects use the Canva and Flipbook applications. This application is easy to learn and free to use so students can easily access this application. With the existing features, students can use it to attract those who see it. Here are some examples of projects that have been compiled by students.

Figure 2. Student project

Follow-up Plan

Referring to the overall evaluation results can provide an overview that the implementation of project-based diversified learning can be used as an interesting learning model to continue. Project-based learning can be used and developed to improve the quality of

learning (Mardhiyana, 2017). The researcher plans to continue it by applying it to other discussion topics. On the other hand, students also feel happy attending lectures rather than just listening to material from the teacher. Therefore, with good planning, the author will plan to apply it to other courses.

CONCLUSION AND SUGGESTION

Learning strategy courses can be implemented on a project basis. The projects implemented can be diversified to provide students with freedom according to their talents and interests. This is by Ki Hajar Dewantara's learning concept that learning is liberating and serving children, where children's conditions are different from one another so a learning process is needed that accommodates differences in student characteristics. Projects that are compiled only digitally by utilizing the *Canva* and *Flipbook applications*. This is done to save costs and storage space. The results of the study showed that the projects created by students varied, consisting of concept maps, posters, and infographics. Overall, the projects compiled by students can be classified as good and can increase student innovation and creativity.

After conducting the research, the author provides suggestions including:

1. It is recommended that teachers use a project-based learning model that is diversified with several project options, both digitally and manually, according to the material being taught to train students' creativity and innovation. This is necessary so that students can provide flexibility in choosing the desired project according to their talents, interests, and abilities.
2. It is recommended to compile projects in digital form because it can save costs and storage space, although it does not rule out the possibility of printed forms according to the student's abilities.

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