

ABSTRAK

Tujuan penelitian ini adalah mengetahui tingkat kelayakan, menghasilkan desain, dan mengetahui kepraktisan penggunaan *assessment sumatif* berbasis IT dalam pembelajaran berdiferensiasi pada pembelajaran fisika. Pengembangan ini memberikan umpan balik kepada peserta didik dalam capaian pembelajaran. Produk yang dikembangkan berupa *assessment sumatif* berbasis IT berupa *quizizz* untuk soal dan *google form* untuk rubrik penilaian (poster dan video). Penelitian ini menggunakan model ADDIE. Instrumen yang digunakan yaitu tes berupa soal, rubrik penilaian poster, rubrik penilaian video, dan angket respon kepraktisan. Tingkat kelayakan *assessmet sumatif* berupa soal valid dengan rata-rata 0,94, koefisien reliabilitas 90%, rata-rata daya beda 0,14, dan rata-rata tingkat kesukaran soal 0,38. Rubrik penilaian poster valid dengan rata-rata 0,93, koefisien reliabilitas 80%, dan rata-rata daya beda 1. Rubrik penilaian video valid dengan rata-rata 0,93, koefisien reliabilitas 80%, dan rata-rata daya beda 1,48. Lembar respon kepraktisan pengguna valid dengan rata-rata 0,93 dan koefisien reliabilitas 80%. Hasil angket respon kepraktisan peserta didik menghasilkan rata-rata 88,06% dengan kategori sangat praktis. *Assessment sumatif* tes berupa soal dengan peserta didik sebanyak 45% memperoleh rata-rata 77,77. *Assessment sumatif* berupa poster dengan peserta didik sebanyak 35% memperoleh rata-rata 82,86 dan *assessment sumatif* berupa video kreatif dengan peserta didik sebanyak 20% memperoleh rata-rata 88,75.

Kata kunci: *Assessment Sumatif, Information and Technology, Pembelajaran Berdiferensiasi.*

ABSTRACT

This research aims to determine the feasibility, produce a design, and assess the practicality of using IT-based summative assessment in differentiated physics learning. This development provides feedback to students regarding their learning achievements. The developed product consists of an IT-based summative assessment in Quizizz for questions and Google Forms for assessment rubrics (poster and video). The research adopts the ADDIE model. The instruments used include test items, a poster assessment rubric, a video assessment rubric, and a practicality response questionnaire. The feasibility level of the summative assessment shows valid test items with an average of 0.94, a reliability coefficient of 90%, an average discrimination index of 0.14, and an average difficulty level of 0.38. The poster assessment rubric demonstrates validity with an average of 0.93, a reliability coefficient of 80%, and an average discrimination index of 1. The video assessment rubric also shows validity with an average of 0.93, a reliability coefficient of 80%, and an average discrimination index of 1.48. The valid user practicality response sheet has an average of 0.93 and a reliability coefficient of 80%. The student practicality response questionnaire results indicate an average of 88.06% with a convenient category. The summative assessment in the form of test items yields an average of 77.77, with 45% of students achieving this score. The summative assessment in the form of a poster yields an average of 82.86, with 35% of students achieving this score. In contrast, the innovative video summative assessment results in an average of 88.75, with 20% of students achieving this score.

Keywords: *Summative Assessment, Information and Technology, Differentiated Learning.*