

Exploring Teachers' Perception and Assessment Practices in Differentiated English Instruction

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Abstract

This study investigated English teachers' perceptions of assessment in differentiated instruction (DI) and the challenges encountered in its implementation at SMP Negeri 1 Singaraja. Employing a qualitative case study approach, data were collected through questionnaires and semi-structured interviews with four English teachers. The findings reveal that teachers perceive assessment within DI as a vital tool for identifying students' readiness, supporting instructional differentiation, enhancing motivation, and aligning learning activities with clear objectives. Teachers also emphasize the importance of using varied assessment methods to accommodate diverse learning styles and profiles. However, several challenges emerged, including large class sizes, time constraints, creativity demanded, student disengagement, and difficulties in maintaining fairness. These findings highlighted the gap between theoretical ideals and practical realities, underscoring the need for targeted professional development and systemic support. The study contributes to the growing body of research on differentiated instruction in the Indonesia educational context and offers insights into how assessment can be better integrated to support inclusive and equitable learning.

Keywords: Assessment Practices; Differentiated Instruction; English; Teacher Perception

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INTRODUCTION

In today's rapidly evolving educational landscape, the primary goal of schooling is undergoing a significant transformation. Increasingly, educational systems around the world recognize that preparing students for the challenges of the 21st century requires more than the mere memorization of facts. It demands the cultivation of essential skills such as critical thinking, creativity, collaboration, communication, and adaptability (Tomlinson, 2014). Recent research on assessment also reflects this shift in focus—moving away from traditional, narrow testing approaches that fail to capture students' true learning. Instead, greater emphasis is now

placed on how assessment connects with and supports classroom learning. In this renewed perspective, assessment is no longer viewed solely as a means of assigning scores or grades; it is recognized as a vital tool for guiding instruction, supporting student growth, and promoting equity in diverse classrooms (Black & Wiliam, 1998; Tomlinson & Imbeau, 2010).

This shift is evident in Indonesia's ongoing education reform, specifically through the introduction of the Kurikulum Merdeka or Emancipated Curriculum. This curriculum represents uniform instruction and instead embraces a flexible, student-centered approach that recognizes individual learning differences. At its core is the practice of differentiated instruction (DI) an approach inspired by the foundational work of Tomlinson (1995, 2001). The idea of diversified instruction has drawn a lot of interest in the field of English language teaching (ELT) because it has the ability to meet the various requirements and skill levels of students. DI encourages educators to proactively adjust content, process, product, and learning environments to align with students' readiness levels, interests, and learning profiles. This strategy affirms that effective teaching must be responsive to student diversity, and that assessment should be part of the learning process, not just something done at the end of a lesson or unit.

Assessment in a differentiated classroom functions as an ongoing process that guides instructional decisions and enhances student learning. Traditional forms of standardized testing, often provide a limited overview of student understanding (Tomlinson, 2014). In contrast, differentiated assessment allows students to demonstrate their knowledge and skills through varied methods tailored to their individual strengths and preferences (Tomlinson & Imbeau, 2010). DI is grounded in the belief that students are not all the same but they learn at different paces, possess varied talents, and are driven by diverse interests (Tomlinson, 2001). Thus, using the same teaching and assessment methods for all students often does not work well. Differentiated instruction offers actively that addresses this variability.

Building on Gardner's (1983) theory of multiple intelligences—which recognizes linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic domains—differentiated instruction (DI) encourages educators to design assessments that reflect diverse cognitive strengths. As Gregory and Chapman (2013) note, differentiated assessment moves beyond privileging traditional academic skills and values multiple modes of expression. For instance, in an English class analyzing a short story, students might demonstrate understanding through a written review, a visual storyboard, a dramatic performance, or a multimedia presentation. In this approach, the teacher's role shifts from merely administering tests to intentionally designing assessments that align with both curriculum goals and the varied needs of learners (Tomlinson, 2014).

This instructional design role begins with the use of diagnostic or pre-assessment tools to gather information on students' existing knowledge and readiness (Wormeli, 2006). Teachers then apply strategies such as flexible grouping sometimes grouping students based on similar readiness levels for focused instruction, and at other times combining students with diverse abilities to encourage peer collaboration (Tomlinson, 2014). Tiered assignments are another commonly used strategy, enabling all students to engage with content at levels of complexity appropriate to their development (Anderson, 2000). In this model, assessment is

not an endpoint of learning but a continuous process embedded within teaching and learning. It offers real-time data that allows teachers to adjust their strategies responsively.

Implementing diverse assessment into practice needs more than just understanding the theory but also practical skills in observing students, adjusting instruction, and delivering effective feedback. Teachers need to manage classrooms where students may be engaged in different tasks at the same time, while also providing timely, meaningful, and personalized feedback (Jung & Guskey, 2010; Noman & Kaur, 2020). Feedback in a differentiated setting must focus on the individual's progress toward learning goals and be actionable, encouraging continued growth rather than mere correction (Brookhart, 2008; Hattie & Timperley, 2007). Effective feedback is characterized by specificity, relevance, and timeliness, moving beyond simple right or wrong judgments to meaningful dialogue between teacher and student. This instructional dialogue fosters student knowledge of learning and supports deeper understanding.

However, implementing this level of personalization presents significant challenges for teachers. The effort required to plan differentiated instruction, monitor student progress, analyze outcomes, and provide individualized feedback can be highly demanding. These challenges are particularly evident in Indonesian secondary education settings, such as at SMP Negeri 1 Singaraja, where English classrooms exhibit wide variations in students' language proficiency, learning pace, motivation, and confidence. Such diversity arises from multiple factors, including differences in the quality of primary education and varying degrees of exposure to English outside the classroom. Moreover, students' motivation ranges from a genuine interest in global culture to a sense of obligation to meet school requirements. Consequently, a gap often emerges between the creative assessment approaches promoted by Kurikulum Merdeka and the practical constraints teachers encounter in everyday classroom practice.

This study is grounded in the well-established understanding that teacher perceptions are a central factor in educational reform. As highlighted by Pajares (1992) and Borg (2015) teachers' beliefs, which come from their own learning and teaching experiences, play an important role in how they understand and use new education policies. These beliefs, known as teacher cognition, act like a personal guide that helps teachers make decisions in the classroom. These beliefs are often hard to change because they were formed over many years, especially during the time teachers spent as students watching their own teachers. This experience, called the apprenticeship of observation creates a strong habit of teaching in a traditional way that focuses on keeping order, finishing the lesson plan, and using the same tests for all students. This traditional way of teaching can be very different from the flexible and student-focused approach needed in differentiated instruction.

Teachers' beliefs about the purpose of assessment strongly affect how they teach in the classroom. Teachers who see assessment as a way to improve learning and guide instruction are more likely to use different assessment methods that match students' individual needs. On the other hand, teachers who think of assessment mainly as a tool for accountability or meeting school requirements often continue using standard tests, even if they know these tests do not fully support student learning (Brookhart, 2008) However, these types of assessments may not match the goals of differentiated instruction. This creates a gap in practice, where teachers

might use flexible and varied teaching methods during the lesson but still end the unit with the same standard test for all students. This can reduce or even undo the benefits of the personalized learning that happened during instruction (Tomlinson & Imbeau, 2010)

In the Indonesian context, the Ministry of Education's introduction of *Kurikulum Merdeka* marks a significant effort to reframe assessment within a more holistic and student-centered paradigm. Grounded in the national educational vision of *Profil Pelajar Pancasila*, this curriculum emphasizes critical thinking, collaboration, innovation, and character education alongside academic achievement (Kemendikbudristek, 2022). These competencies are central to 21st-century learning; however, they are complex and cannot be adequately measured through traditional testing methods. Standardized assessments, particularly those relying on closed-ended questions, often fail to capture nuanced abilities such as creative problem-solving and collaborative engagement. Consequently, *Kurikulum Merdeka* promotes the use of authentic assessment practices that allow students to demonstrate their competencies through meaningful, real-world tasks and performance-based activities. To facilitate this shift, the curriculum outlines a comprehensive assessment framework encompassing three types: (1) Diagnostic Assessment (*assessment for learning*), which identifies students' initial understanding and readiness before instruction; (2) Formative Assessment (*assessment as learning*), which provides ongoing feedback to inform teaching and learning; and (3) Summative Assessment (*assessment of learning*), which evaluates student mastery at the conclusion of a learning cycle.

The alignment between the goals of *Kurikulum Merdeka* and the principles of differentiated assessment is theoretically strong; however, its practical implementation remains challenging. Despite a supportive policy framework, many Indonesian teachers find it difficult to integrate differentiated assessment practices effectively in real classroom contexts. This difficulty does not stem primarily from resistance to change but rather from enduring structural and systemic barriers that impede successful implementation. As Suwastini et al. (2021) observe, issues such as oversized classes, limited instructional time, insufficient learning materials, and inadequate professional development continue to affect many Indonesian schools. Class sizes often exceed 30–40 students per room, making it exceedingly difficult for teachers to monitor individual progress, provide personalized feedback, and manage multiple assessment tasks simultaneously. Furthermore, the need to design and evaluate varied assessment activities for several classes—often totaling over a hundred students—places a considerable workload on teachers, restricting their ability to fully realize differentiated, student-centered assessment practices.

Limited resources also make it harder for teachers to carry out diverse assessment effectively. Assessing students based on their readiness levels, learning styles, and interests often requires a wide range of assessment tools and materials. These may include rubrics for project-based tasks, visual or multimedia formats, leveled reading passages for comprehension tests, or hands-on tasks that allow students to demonstrate learning in different ways (Hall et al., 2003; Tomlinson, 2001). However, in many public schools across Indonesia, including those implementing *Kurikulum Merdeka*, access to such diverse resources is limited. Teachers are often left with only a single textbook or standardized test formats, which do not allow for varied assessment approaches. This lack of flexibility in assessment materials weakens the purpose of

differentiated instruction, making it difficult to evaluate students fairly based on their individual strengths and learning paths.

Equally pressing is the issue of professional development. Many teachers report that the training related to Kurikulum Merdeka is limited in duration, overly theoretical, and disconnected from daily teaching practices (Suwastini et al., 2021). Effective professional learning should be ongoing, collaborative, and closely aligned with classroom realities. It should also provide hands-on opportunities for teachers to plan, implement, and reflect on differentiated lessons, ideally with feedback and mentoring from peers or instructional coaches. Without such sustained support, teachers are left to understand the complexities of differentiation alone, often resulting in partial or inconsistent implementation. As Tomlinson (2014) notes, teachers cannot effectively practice differentiation and assessment without systemic backing and the necessary tools, time, and training to do so.

To bridge the gap between policy ideals and classroom realities, it is crucial to understand how teachers experience these challenges. This qualitative study explores how English teachers at *SMP Negeri 1 Singaraja* perceive assessment and the challenges they face in implementing differentiated instruction. The school was purposefully selected for its adoption of *Kurikulum Merdeka* and active efforts to apply DI strategies, providing a relevant context for inquiry. The study aims to (1) examine teachers' perceptions of assessment within differentiated instruction, (2) identify the specific challenges in designing and applying assessments that address students' diverse readiness levels, interests, and learning styles, and (3) provide practical insights to enhance curriculum implementation and professional development in Indonesia. These objectives reflect the urgent need for research that acknowledges classroom complexity and centers on teachers' perspectives. As Indonesia advances its educational transformation, the success of *Kurikulum Merdeka* depends on teachers' ability to internalize and apply its student-centered principles—requiring not only policy reform but systemic support from school leaders, teacher education institutions, and the broader community. This study contributes to that effort by highlighting teachers' lived realities and offering recommendations to narrow the gap between theory and practice. The findings are expected to inform policymakers, school leaders, and professional development providers while empowering teachers as key agents of educational reform.

METHOD

Design

This study used a qualitative case study approach to explore how English teachers perceive assessment and the challenges they face when assessing students in the context of differentiated instruction (DI). This approach was chosen because it allows for a deep understanding of real-life practices and beliefs within a specific setting (Yin, 2003). Since assessment in DI depends a lot on the classroom context, a qualitative method gave the flexibility needed to explore teachers' experiences, views, and difficulties in their actual school environment.

Research Setting and Participants

The study was conducted at *SMP Negeri 1 Singaraja*, a junior high school in Bali, Indonesia. This site was selected because it actively implements the *Kurikulum Merdeka*

(Emancipated Curriculum) and employs differentiated instruction strategies. It was also chosen for its accessibility and the availability of English teachers experienced in applying DI in their classrooms. Participants were selected based on two criteria: (1) they were certified English teachers currently teaching at the school, and (2) they had prior experience implementing differentiated instruction, particularly in planning and conducting assessments. Four teachers participated in the study, each contributing unique perspectives within the same institutional context.

Data Collection

To explore teachers' perceptions of assessment in differentiated instruction (DI) and the challenges they encounter, this study employed two main data collection tools: a questionnaire and semi-structured interviews. The questionnaire, adapted from [Van Der Kleij \(2019\)](#), consisted of two sections: the first examined teachers' views on the usefulness, purpose, and fairness of assessment and its alignment with students' levels and learning styles, while the second explored how teachers used assessment to implement DI and support student learning. It included Likert-scale items ranging from 1 (strongly disagree) to 4 (strongly agree), along with open-ended questions that allowed teachers to elaborate on their responses. After completing the questionnaire, all four participants took part in semi-structured interviews to provide deeper insights into how they conceptualized assessment in DI, the tools they employed, and the challenges they faced in practice.

Data Analysis

The data were analyzed using thematic analysis following the method by [Heriyanto \(2018\)](#), which includes three steps that are understanding the data, coding, and creating themes. First, the researcher read the interview transcripts and responses to open-ended questions several times to become familiar with the content and note important ideas. In the second step, important words and sentences were marked based on their link to the research focus, especially teachers' perception and the difficulties they face in assessment. Finally, these codes were grouped into main themes that showed repeated ideas in the data. The main themes included how assessment helps identify student readiness, boost motivation, match learning goals, and the practical problems teachers face when trying to use assessment in differentiated instruction.

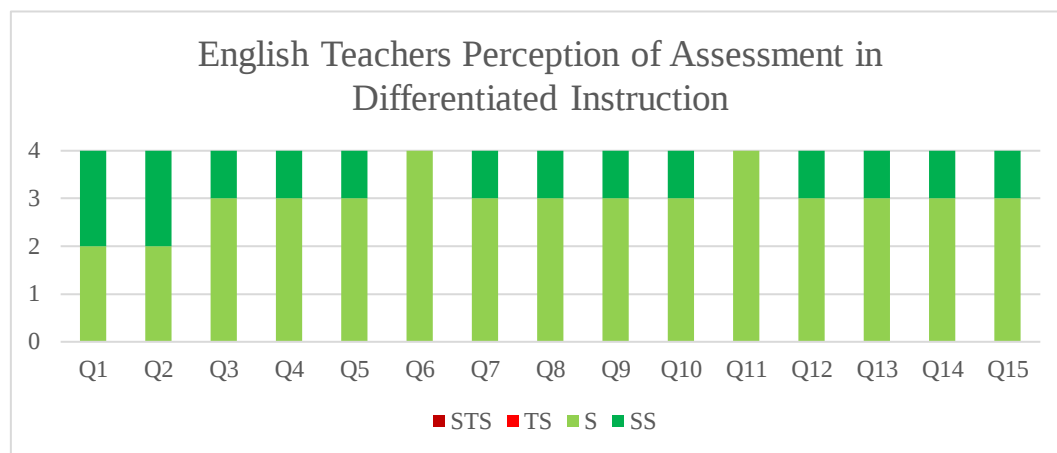
FINDINGS AND DISCUSSIONS

This study explored English teachers' perceptions of and challenges with implementing assessment within a differentiated instruction (DI) framework at SMP Negeri 1 Singaraja. Data were gathered through questionnaires and semi-structured interviews with four English teachers. The analysis of this data revealed a significant and recurring tension in which while teachers demonstrate a strong philosophical alignment with the principles of assessment in differentiated instruction, they are simultaneously confronted by a series of powerful structural and cultural barriers that hinder its effective implementation. The key findings are presented thematically below, followed by a comprehensive discussion of their implications.

Teachers' Positive Perceptions and Practices

To provide an overview of teacher perceptions, the descriptive results of the questionnaire are presented in Figure 1.

Figure 1: Teacher's Perception of Assessment in Differentiated Instruction



Based on the chart presented, the findings revealed that English teachers at SMP Negeri 1 Singaraja demonstrated a highly positive perception of assessment within differentiated instruction. The chart reflected responses to 15 questionnaire items (Q1–Q15), with a predominant trend of agreement. The majority of responses were categorized as "S" (Agree) and "SS" (Strongly Agree), illustrated by green bars, indicating a strong consensus among participants in support of assessment practices that align with differentiated instruction. Notably, there were no responses in the "STS" (Strongly Disagree) or "TS" (Disagree) categories, suggesting the absence of negative perceptions among the respondents. This overview suggests a strong professional to the student-centered goals of the *Kurikulum Merdeka*.

Particularly, item Q6, which stated, "By implementing assessment in differentiated instruction, I can guide students to determine effective learning strategies for growth," received unanimous agreement. Likewise, item Q11, "By applying assessment in differentiated instruction, I can observe how students demonstrate their abilities based on set criteria" also received a total agreement. These responses underscore the teachers' recognition of assessment as a means to both enhance student motivation and provide meaningful feedback on learning progress. These positive perceptions were also explored and validated through in-depth interviews, which revealed a nuanced understanding of how assessment in differentiated instruction, in an ideal setting, serves as a powerful tool for enhancing student learning.

Identifying Student Readiness and Learning Profiles: The Diagnostic Foundation of DI

A primary finding was the teachers' view of assessment as a critical diagnostic tool. They fundamentally understood that to differentiate instruction meaningfully, they must first gain a clear picture of their students' starting points. They reported using various formative assessments from simple questioning to initial tasks to identify readiness levels and learning preferences, which then enabled them to group students and adjust tasks. As T1 stated, "Automatically, when we conduct assessments, we can identify which students learn quickly, which are average, and which have lower abilities." This diagnostic step was not merely for classification but for responsive action. T2 added, "We can later adjust for the students accordingly higher abilities with more challenging activities, and more support for those still struggling."

Enhancing Motivation and Confidence

Teachers consistently perceived that assessment in differentiated instruction yields significant affective benefits, particularly by increasing student motivation and self-confidence. They articulated a clear psychological connection which when assessment tasks are aligned with a student's current ability, it reduces the fear of failure and fosters a greater willingness to engage. T2 explained, *"Assessment tailored to students' abilities can increase their confidence. They're not afraid to learn because tasks are at their level."* This creation of a psychologically safe environment encourages participation. This sentiment was echoed by T3, who linked differentiation to intrinsic motivation, *"Students are naturally more enthusiastic and motivated to learn when the assessment matches their learning style."*

Using Varied Assessment Methods to Promote Equity for Diverse Student

Lastly, teachers reported a strong belief in using diverse assessment methods to accommodate the different ways students learn and express themselves. They understood that demonstrating knowledge should not be limited to traditional tests. T3 provided a clear example, *"I use various media based on students' learning styles. Writing tasks for those who prefer writing and speaking tasks for those who prefer performing."* This commitment extended beyond academic products to include classroom processes, highlighting a holistic view of assessment. As T2 added, *"I assess not just through tests, but also participation and attitude during class discussions."*

The Challenges of Assessment Implementation in DI

While teachers embraced a positive perception of assessment in differentiated instruction, the interview data revealed a consistent and powerful narrative of the challenges that inhibit its full implementation. These findings do not reflect a resistance to change but rather articulate the significant gap between the policy ideals of differentiated instruction and the practical of the Indonesian classroom.

1. Diverse Proficiency within Large Classes

The most frequently and passionately discussed challenge was the difficulty of managing widely varying student proficiency levels within the structural constraint of large classes. The diversity was multifaceted, stemming from different prior schooling and home environments. As T4 stated, *"There are students with different levels of English proficiency due to their school background. This becomes a challenge."* This heterogeneity requires significant personalization, yet large class sizes make this assessment within differentiated instruction difficult to apply. The teacher trying to simultaneously support a struggling student while challenging a fluent one in a class of 30 to 40 students is immense.

2. Limit Time Preparation

A second major challenge was the prohibitive amount of time required for both preparation and instruction, a clear mismatch between pedagogical aspirations and resource allocation. Teachers felt that the demand for creativity in designing multiple assessment tasks was a significant burden. *"The challenge is the heavy preparation. I have to create several types of activities adjusted to students' abilities,"* said T2. This preparation including finding materials, designing tasks, creating rubrics are work that must happen outside of teaching hours, cutting into personal time.

3. The Paradox of Balancing Fairness and Standardization

Perhaps the most telling challenge and the one that lies at the theory to practice gap was the teachers' struggle with the concept of fairness in a differentiated model. This revealed a deep conflict between their pedagogical instincts and the lingering culture of standardized assessment. Although they differentiated their *instruction* to meet students where they were, they often felt an institutional or cultural pressure to standardize their final *assessments* to ensure "fairness." As T1 expressed with clear conflict, "*Even if students prefer listening or speaking, they still need to learn everything and be assessed the same way.*"

Discussion

The findings indicate a strong alignment between the teachers' pedagogical beliefs and the core of Differentiated Instruction (DI). Their use of diagnostic assessment reflects the model of responsive teaching advocated by Tomlinson (2001), where instructional are purposefully based on evidence of student need. This practice directly enacts the *Kurikulum Merdeka*'s mandate for teachers to be responsive to each student's uniqueness, fostering a more equitable environment. Furthermore, the teachers' perceptions of increased student motivation and confidence are highly consistent with educational psychology research (Noman & Kaur, 2020). By giving students tasks that are just right for their level, teachers help create a safe and supportive learning environment. This helps students build a growth mindset, which is important for becoming independent and motivated students, as expected in the new curriculum. Also, when teachers use different ways to assess students, it shows they understand the importance of fairness. Using flexible assessment methods helps make sure every student has a fair chance to succeed (Jung & Guskey, 2010).

However, while teachers wholeheartedly embrace the philosophy of DI, the challenges they face highlight a significant theory and practice gap. The issue of managing high student diversity in large classes provides a vivid illustration of how context critically influences DI implementation (Suwastini et al., 2021). It reveals a sharp disconnect between the policy's ideal of personalization and the reality of the Indonesian classroom. The lack of time is not merely an individual complaint but a systemic barrier identified in international research (Lindner & Schwab, 2020). Without institutional support like allocated planning time or more flexible scheduling, the high aspirations of the curriculum place an unsustainable burden on teachers and often forcing them to revert to one-size-fits-all formats.

Perhaps the most critical issue emerging from this study is the "fairness paradox," which highlights a fundamental tension between the progressive ideals of *Kurikulum Merdeka* and the enduring assessment culture that continues to equate fairness with uniformity. While the curriculum promotes flexibility, personalization, and recognition of individual differences, many teachers still operate within a system that values standardized procedures and comparable outcomes. This dilemma, previously identified in the Indonesian context (Arsyad & Suadiyatno, 2024; Dewi, 2014), places teachers in a professionally vulnerable position. On one hand, they are encouraged to exercise professional judgment by differentiating assessments to meet students' varied readiness levels, interests, and learning profiles. On the other, they are

constrained by institutional expectations to produce standardized results for administrative reporting and accountability measures. This conflict not only creates emotional and professional strain for teachers but also undermines the transformative intent of *Kurikulum Merdeka*. As a consequence, the curriculum's vision of equitable, student-centered learning risks being reduced to procedural compliance rather than meaningful practice, where "fairness" continues to be interpreted as treating all students the same rather than meeting their unique learning needs.

CONCLUSION

This qualitative case study investigated the perceptions and challenges of English teachers at SMP Negeri 1 Singaraja concerning the implementation of assessment within a differentiated instruction (DI) framework, in the context of contemporary educational reforms emphasizing student-centered learning. The findings reveal a significant paradox which while teachers hold a strong and positive perception of assessment in differentiated instruction as a vital tool for learning, their ability to enact these beliefs is hindered by systemic challenges.

The study confirmed that teachers perceive assessment in DI as essential for identifying student readiness, enhancing motivation, and promoting equity through varied methods. However, these positive pedagogical beliefs are consistently met with several obstacles, including the difficulty of managing large and heterogeneous classes, time constraints, and a persistent conflict in maintaining fairness while differentiating assessment practices. This study underscores the critical gap between pedagogical ideals and classroom realities, highlighting that teachers' philosophical alignment with DI is not sufficient to overcome deep-seated structural and institutional barriers. Therefore, for the principles of differentiated instruction to be sustainably and effectively realized, the findings indicate an urgent need for a support. This includes targeted professional development focused on practical strategies, greater institutional support from head master, and systemic policy considerations that address the core challenges of time and resources. By empowering teachers with the tools and environment necessary to navigate these obstacles, the educational community can help bridge the divide between theory and practice, ensuring the successful implementation of equitable.

While this study provides valuable insights, several limitations must be acknowledged. As a qualitative case study conducted in a single school with four participants, the findings are not intended to be statistically generalizable but rather to provide depth and contextual understanding. Additionally, because the data were derived from self-reported questionnaires and interviews, the results reflect teachers' perceptions and beliefs, which may not always correspond directly with their actual classroom practices. Future research could expand upon these findings through mixed-methods studies involving multiple schools to explore how teachers' perceptions and challenges vary across different contexts. Incorporating the perspectives of students and parents, as well as classroom observations, would also help build a more comprehensive understanding of how assessment within differentiated instruction is enacted and experienced by various stakeholders in the educational process.

The findings of this study further show a clear picture of how assessment works in differentiated instruction (DI). There is an important contradiction which teachers believe in the value of DI, but they face real challenges that stop them from fully applying it. Teachers are trying their best but they are caught between a modern educational vision and old systems

that make their job difficult. This leads to several important points. For policymakers, this study provides valuable feedback. It shows that the message of *Kurikulum Merdeka* has been well received, but policies must now be supported with real action. Asking teachers to apply DI without solving issues like large class sizes and heavy workloads puts too much pressure on them. Future policies should help schools by giving more support such as hiring more teachers or setting aside time for planning so that teachers can realistically apply DI in their classrooms. For professional development providers, the study suggests that training should go beyond just explaining what DI is and why it's important. Teachers need more guidance with how to apply DI in real classroom situations. Future workshops should give practical tools like ready-made lesson plans, strategies to save time, and ideas for handling large and diverse classes. Training should also help teachers deal with fairness in assessment, showing them how to make assessments fair. For headmaster. Headmaster has a big role in supporting teachers and encouraging a school culture that values different ways of learning and success. They can support DI by recognizing all types of student achievement, creating spaces for teachers to work and learn together, and speaking up for their teachers' needs at the district or government level.

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