

**English Teachers' Practices and Perceptions on Assessment in Differentiated
Instruction at SMP Negeri 1 Singaraja**

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji praktik dan persepsi guru bahasa Inggris terhadap penilaian dalam pembelajaran berdiferensiasi di SMP Negeri 1 Singaraja. Fokus utama penelitian adalah bagaimana guru melakukan penilaian terhadap siswa dengan pendekatan berdiferensiasi, persepsi guru terhadap proses penilaian, serta tantangan yang dihadapi. Penelitian ini menggunakan desain studi kasus kualitatif, dengan teknik pengumpulan data melalui analisis dokumen, observasi, survei, dan wawancara terhadap empat guru bahasa Inggris. Hasil penelitian menunjukkan bahwa guru menerapkan penilaian diagnostik, formatif, dan sumatif, meskipun pelaksanaannya bervariasi. Semua guru menerapkan diferensiasi, terutama pada konten dan proses pembelajaran, namun terdapat ketidakkonsistenan dalam menyesuaikan penilaian dengan profil belajar dan kesiapan siswa. Guru memiliki persepsi positif terhadap penilaian berdiferensiasi, namun menghadapi tantangan seperti jumlah siswa yang besar, keterbatasan waktu, penuntutan kreativitas, distraksi dari teknologi, dan menyeimbangkan kesetaraan. Penelitian ini menekankan pentingnya untuk meningkatkan praktik penilaian dalam pembelajaran berdiferensiasi.

Kata Kunci: pembelajaran berdiferensiasi, persepsi guru, praktik penilaian

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ABSTRACT

This study investigates the practices and perceptions of English teachers regarding assessment in differentiated instruction at SMP Negeri 1 Singaraja. It focuses on how teachers assess students using differentiated approaches, their perceptions of the assessment process, and the challenges they encounter. The research applied a qualitative case study design, collecting data through document analysis, observations, surveys, and interviews with four English teachers. The findings revealed that teachers employed diagnostic, formative, and summative assessments, although their implementation varied. While all teachers practiced some form of differentiation, most commonly in content and process, there was inconsistency in how assessment aligned with students' learning profiles and readiness. Teachers expressed positive perceptions of assessment within differentiated instruction but also faced challenges such as large class sizes, time constraints, demanded creativity, technology distraction, and balancing fairness. This study highlights the importance of supporting teachers through training and resources to enhance assessment practices in differentiated instruction

Keywords: differentiated instruction, teacher perception, assessment practices