

**THE ENGLISH TEACHERS' PRACTICE AND PERCEPTION ON
ASSESSMENT IN DIFFERENTIATED INSTRUCTION AT SMA NEGERI
3 SINGARAJA**

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Abstrak

Penilaian ini bertujuan untuk mengetahui persepsi guru terkait penilaian dalam pembelajaran berdiferensiasi di SMA Negeri 3 Singaraja. Penelitian ini berfokus pada bagaimana guru melakukan penilaian dalam pembelajaran berdiferensiasi, bagaimana persepsi guru terkait proses penilaian dalam pembelajaran berdiferensiasi serta tantangan yang dihadapi oleh guru. Penelitian ini menggunakan desain study kasus kualitatif dengan teknik pengumpulan data menggunakan analisis dokumen, observasi, survey, dan wawancara. Hasil penelitian menunjukkan bahwa guru dalam pembelajaran berdiferensiasi menerapkan penilaian diagnostik, formatif dan sumatif. Guru juga menerapkan pembelajaran berdiferensiasi didalam kelas dengan mendiferensiasikan proses, konten dan produk. Namun dalam beberapa aspek guru masih menggunakan penilaian yang tradisional. Secara umum guru memiliki persepsi positif terhadap penilaian dalam pembelajaran berdiferensiasi. Dalam penerapannya, guru juga mengalami tantangan yang berupa, kekurangan waktu, kurangnya alat dan media, serta hasil tes siswa yang tidak selalu mencerminkan kondisi siswa di dalam kelas

Kata kunci: Persepsi, Pembelajaran Berdiferensiasi, Penilaian

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Abstract

This study aims to determine teachers' perceptions of assessment in differentiated instruction at SMA Negeri 3 Singaraja. This research focuses on how teachers conduct assessment in differentiated instruction, how teachers' perceptions related to the assessment process in differentiated instruction and the challenges faced by teachers. This research uses a qualitative case study design with data collection techniques using document analysis, observation, surveys, and interviews. The results showed that teachers in differentiated instruction apply diagnostic, formative and summative assessment. Teachers also implement differentiated instruction in the classroom by differentiating the process, content and product. However, in some aspects teachers still use traditional assessment in learning process. In general, teachers have a positive perception of assessment in differentiated instruction. In its implementation, teachers also experience challenges in the form of, lack of time, lack of tools and media, and student test results that do not always reflect the condition of students in the classroom.

Keywords: Perception, Differentiated Instruction, Assessment -