

## CHAPTER I

### INTRODUCTION

#### 1.1 Background

Education in Indonesia continues to change in line with the changing demands of the times. One of the most significant changes is the curriculum. The curriculum is a dynamic tool that evolves based on changing needs, technological advancements, and educational goals (Sapitri, 2022; Mulyasa, 2013). In Indonesia, the curriculum change aims to improve the quality of education by switching from the curriculum 2013 (K13) to the emancipated curriculum, also known as the emancipation curriculum, which should emphasize the development of analytical, evaluative, and creative thinking skills to improve students' higher-order thinking ability (Paramartha, 2017). The emancipated curriculum is designed to provide greater flexibility to education units and educators in managing the learning process. The transition from the curriculum 2013 to the emancipation curriculum reflects a shift towards a simpler and learner-centered approach, with a focus on core material, character development, and mastery of knowledge (Angga et al., 2022). This change is in line with the demands of modern education by integrating technology and adaptive learning strategies. The emancipation curriculum is based on five key principles: 1) Learning that is tailored to the developmental stage and achievement level of learners, 2) Learning that aims to build the ability of learners to become lifelong learners, 3) Learning process that supports holistic development of learners' competence and character, 4) Relevant learning, designed according to the context,

environment, and culture of learners, and involving parents and the community as partners, 5) Future-oriented and sustainable learning (Sari et al., 2023).

The emancipation curriculum implements differentiated instruction that allows learners to learn according to their individual needs and learning stages (Lindner & Schwab, 2020). According to Robinson, Maldonado and Whaley (2014), differentiated instruction allows all learners to achieve the same learning objectives through various pathways that are tailored to individual needs. This approach helps teachers identify learners' learning abilities and interests. Tomlinson (2014) describes differentiated instruction as a strategy that aligns learners' learning experiences with their readiness levels, interests and preferred learning styles. By recognizing that each learner has a unique learning profile, teachers can create a more inclusive and personalized learning environment. This approach allows learners to interact with learning materials in the way that is most effective for them. However, implementing differentiated instruction in the classroom faces several challenges for teachers, according to Purnawanto (2023), one of the main challenges is the high pressure experienced by teachers because differentiated instruction involves many processes, from pre-assessment to continuous assessment. Teachers also have to differentiate three main elements: content, process and product, to meet the needs of diverse learners in the classroom. In addition, some teachers still lack understanding of the concept of differentiated instruction, which becomes a challenge when they try to implement it.

Moreover, the challenges faced by teachers due to curriculum changes and the implementation of differentiated instruction affect the assessment procedures applied in senior high schools in the Indonesian education system (Dewi, 2014).

Besides the learning process the assessment aspect should also be harmonized with the principles of differentiated instruction to ensure that the evaluation reflects the needs and potential of diverse students. According to Berry (2008), assessment is a tool that teachers use to collect information about learners' performance. Through assessment, the interaction between teachers and learners can be improved, and learners can gain an understanding of their knowledge, learning abilities, skills and areas for improvement. Berry (2008) also emphasizes that assessment is important because it can mark the end of the learning process. In the classroom, teachers use assessment to monitor learners' progress and gather information that can be used to design effective teaching strategies. Flórez and Sammons (2013) assert that assessment recognizes all educational achievements and is closely linked to learners' academic progress. From this theory can be concluded that assessment not only to measure outcomes, but also to guide and improve the learning process. **Furthermore**, assessments can motivate learners by providing constructive feedback to help them develop their abilities. Given these, teachers' perceptions play a crucial role in shaping the implementation of assessment in differentiated instruction. These perceptions also affect how teachers provide feedback, determine success criteria and how they adapt evaluation methods to create a more inclusive and equitable learning environment.

Previous research has highlighted similar challenges. A study by Tamirat Ginja & Chen (2020) entitled *Teacher Educators' Perspectives and Experiences towards Differentiated Instruction*, the results showed several challenges in implementing differentiated instruction. These challenges include a lack of skilled teachers, misconceptions about individualized learning, class sizes that are too large,

limited access to professional development, and inadequate facilities. Therefore, this study suggests providing practical courses in teacher training programs, raising awareness through academic activities, and providing necessary facilities and educational resources.

Based on observations and interview at SMA Negeri 3 Singaraja revealed there are English teachers who use differentiated instruction, but the teachers have various perceptions. Therefore, there is an opportunity to explore how teachers' perceptions on implementing assessment in differentiated instruction. Teachers' diverse perspectives on differentiated instruction produce a variety of results. Based on this condition, there will be a gap between the existing theory and the practice in the field. Therefore, the researcher tries to look deeper and find out how teachers' perspectives related to assessment in differentiated instruction and the challenges faced in its implementation. This study will conducted at the senior high school level, specifically at SMA Negeri 3 Singaraja due to research access and no research has been conducted at the school. The current research will focus on English teachers' perceptions of assessment in differentiated instruction and the challenges their faced.

## **1.2 Problem Identification**

Based on initial observations at SMA Negeri 3 Singaraja, the school implements the emancipation curriculum. One of the components of the emancipation curriculum is differentiated instruction, particularly in English language learning. With the implementation of differentiated instruction, teachers at the school can understand the needs of students more specifically in the learning

process. From there, teachers can also categorize students based on their learning styles and provide learning models that suit their respective abilities. The success of this learning implementation is highly dependent on the role of teachers.

However, teachers' perception of differentiated instruction, especially in terms of assessment, seem to vary. At SMA Negeri 3 Singaraja there are English teachers, who have implemented differentiated instruction in the classroom, but these teachers have diverse perceptions. This shows that there are a variety of views and approaches in implementing differentiated instruction, especially in the aspect of assessment. How teachers' perceptions influence the way they conduct assessment in differentiated instruction. This study aims to explore teachers' perspectives on assessment in differentiated instruction and the challenges they face in implementing it.

### **1.3 Limitation of Study**

Based on the problem identification above, this study focuses on teachers' perceptions on assessment in differentiated instruction and the challenges faced by teachers. The context of perception in this study is limited to the perceptions of English teachers in schools. The school observed is limited to a senior high school in Singaraja, namely SMA Negeri 3 Singaraja, where the participants is English teachers who have implemented differentiated instruction in their English classes.

#### 1.4 Research Question

1. How do the English teacher in SMA Negeri 3 Singaraja asses the students in differentiated instruction?
2. How do the English teacher in SMA Negeri 3 Singaraja perceive the assessment in differentiated instruction?
3. What are the teacher's challenges faced by English teacher in SMA Negeri 3 Singaraja while assessing students in differentiated instruction?

#### 1.5 Research Objective

1. To investigate how the English teacher at SMA Negeri 3 Singaraja asses the students in differentiated instruction
2. To investigate how the perception of the English teacher at SMA Negeri 3 Singaraja on the assessment in differentiated instruction
3. To investigate the challenges faced by English teacher at SMA Negeri 3 Singaraja in assessing students in differentiated instruction

#### 1.6 Significance Significances

1. Theoretical Significances

The results of this study are expected to provide another perception of differentiated instruction and how teachers assess differentiated instruction. From this research, readers can also find out how difficulties in assessing students in differentiated instruction. With this result, it can also complement the shortcomings of previous research on assessment in differentiated instruction and can be used as a case study again for shortcomings that have not been found and submitted with updates and contain suggestions generated.

## 2. Practical significances

- **For Teachers**

The results of this study are expected to be useful to add teacher insight and help teachers overcome challenges. from research teachers can also find out the teacher's perspective on assessment in differentiated instruction.

- **For Headmaster**

The results of this study are expected to be taken into consideration for schools to implement integrated learning and can facilitate teachers in schools. In addition, schools are also expected to provide teachers with a deeper understanding of assessment in differentiated instruction when implementing it.

- **For Researchers**

It is hoped that the results of this research can add insight to readers and become reference material and better understanding related to assessment in differentiated instruction. This research is also expected to provide information about the assessment used during differentiated instruction.

