

CHAPTER I

INTRODUCTION

1.1 Research Background

The Merdeka Curriculum is an educational framework currently used in Indonesia. The Merdeka Curriculum enables schools to interpret essential competencies as assessments within their school context (Ningrum et al., 2023). One of the key programs in the Merdeka Curriculum is the implementation of a differentiated instruction approach. This approach enables teachers to design learning strategies tailored to the individual needs and abilities of students (Corley, 2005). Differentiated instruction aims to adapt the content, process, and product of learning to match students' needs, interests, and abilities (Defitriani, 2018). Content refers to what students will learn, process relates to the method or style students use to absorb information from the content, and product is the outcome of the learning process, reflecting students' knowledge, skills, and understanding. To implement this effectively, teachers must conduct an initial assessment to map out students' learning needs, interests, and learning styles (Sutrisno & Hernawan, 2023). This can involve both cognitive and non-cognitive assessments, helping teachers understand how to meet the diverse learning needs of their students.

The implementation of differentiated instruction is closely linked to students' beliefs about their learning abilities. These beliefs play a crucial role in shaping students' motivation, engagement, and overall learning outcomes. When students feel that the learning process is aligned with their strengths and interests, they tend to develop positive beliefs about their ability to succeed, which in turn fosters motivation and a sense of ownership over their learning (Dweck, 2006). By

offering a more personalized learning experience, differentiated instruction nurtures these beliefs. For example, when students are given tasks and content that are appropriately challenging yet achievable, their belief in their ability to succeed increases, boosting their confidence and perseverance in completing learning tasks.

Learning today is also inextricably linked to technology. The rapid development of technology has encouraged teachers to incorporate it into their teaching, presenting a new challenge for educators. According to Nurdyansyah & Widodo (2015), technology is a complex problem-solving tool that impacts all aspects of human learning. With technology applied to many aspects of human life, especially education, many new innovations have been created, especially in learning. Technology provides various learning opportunities for students both inside and outside the classroom. Often referred to as multimedia learning, technology helps students find creative learning ideas. The availability of learning tools in the form of audio, visual, and audiovisual media has made it easier for teachers to design engaging learning activities (Anantiwi, 2021). Teachers can create exercises that combine listening, reading, writing, and speaking, all facilitated by technology. Therefore, it can be said that technology plays a positive role in learning, including in language education.

In language learning, technology also plays a key role in building students' self-confidence and ease in accepting the language they are learning (Bolibekova et al., 2020). Technology-based multimedia, such as printed texts, films, and the internet, can greatly enhance language learning (Suhardiana, 2019). One innovative technology example is Google Sites, which students enjoy using in their English learning process because the site offers a variety of learning media (Adzkiya &

Suryaman, 2021). There are also applications like Quizizz, which feature tools to create quizzes or exercises to assess student understanding and offer feedback or explanations to improve comprehension. Providing such diverse learning resources makes it easier for students to engage with and practice English, and this multimedia technology can spark greater student interest and beliefs in learning (Blas & Fernández, 2009).

According to Lai (2019), the integration of technology in language learning can also influence students' beliefs about language acquisition. Many students tend to believe that learning a foreign language is more difficult than other subjects. The cultural differences, rules, and language structures involved can confuse students, making the learning process challenging (Despaigne, 2010). Flexible technology offers students the freedom to learn in ways that match their interests and abilities (Sri et al., 2020). Students can easily access the information they need to learn English, anytime and anywhere. Thus, technology in language learning makes the process more relevant to students' lives in this modern era (Valerie Shu-Yuan Fan, 2016). Teachers can tailor the content, processes, and products they provide through technology, adapting them to students' learning abilities (Siegel, 2014). This flexibility greatly benefits students as they can choose learning methods that best suit their needs and interests. The diverse tools provided by technology make it easier for students to embrace and see technology as a positive aspect of learning.

Aprima & Sari (2022) state that the Merdeka Curriculum emphasizes differentiated instruction as a solution to the challenges of applying a one-size-fits-all learning approach. By catering to students' learning needs and allowing them to choose learning strategies aligned with their interests, differentiated instruction

aims to improve individual learning outcomes. However, this aligns differently with the findings in several schools that have implemented the Merdeka curriculum. Even though schools stated that they are ready to implement the Merdeka curriculum, they still need to strengthen various aspects (Heryaya et al., 2022). Many teachers still lack confidence in applying differentiated instruction and are unsure about the current curriculum, which requires diagnostic, formative, and summative assessments (Zulaiha et al., 2022). These assessments are crucial to understanding how students process information during learning, enabling teachers to create learning strategies that support students' individual needs and abilities. However, many teachers view these assessments as an additional burden that could slow down the learning process.

When implementing differentiated instruction, teacher beliefs also play a crucial role in shaping the learning process. Maruf (2023) states that when teachers have positive beliefs about differentiated instruction, it can yield positive results in student learning outcomes. Teacher professionalism must be prioritized to ensure that differentiated learning activities are implemented effectively (Pozas et al., 2020). Technology, as a support tool in learning, plays a significant role, particularly in language education. Teachers can access a wide range of resources to find information and references that help create strategies tailored to students' interests and learning styles. As technology continues to evolve, it will prove even more valuable in the learning process. Students also believe and agree that they learn and understand better when technology is involved (Belbase, 2020). The application of technology in differentiated instruction has a positive impact on students' development in listening, reading, writing, and speaking (Ayuningtyas et

al., 2023). While technology has great potential in language learning, it still needs to be more widely integrated into differentiated instruction.

The implementation of differentiated instruction integrated with technology is a core component of Indonesia's Merdeka Curriculum, designed to personalize the learning process and meet students' individual needs and abilities. A critical issue arises from the beliefs students hold about their learning abilities, as these beliefs significantly influence their motivation, engagement, and learning outcomes (Bandura, 1997). In a differentiated instruction setting, students are encouraged to take ownership of their learning by selecting learning tasks and content that match their interests and strengths. Adjustments made in the implementation of differentiated instruction can affect students' belief that learning in the right way will make it easier for students to understand and can improve the level of students' academic ability (Qorib, 2024). However, if students do not believe in their ability to succeed, the benefits of this personalized approach may not be fully realized. Therefore, understanding how students' beliefs impact their response to differentiated instruction integrated with technology is essential to improving the success of these learning strategies.

Several studies were conducted, one of which used Horwitz's (1988) BALLI theory to measure students' beliefs towards language learning. From this, many believe that English itself is a language with a medium level of difficulty to be learned by foreign students (Demir & Sevik, 2022). From these student beliefs, a new belief emerged where learning a language, especially a foreign language, can be learned easily when there is a lot of interaction with both teachers and the surrounding environment (An & Thomas, 2021). The dominant interaction in learning

a language will make it easier for students to understand both vocabulary and grammar. Thus, students' beliefs themselves are related to students' beliefs or perceptions of what affects the process and their learning outcomes. So that from here there are many aspects that are influential, such as one of them, namely learning and communication strategies in language.

These students beliefs are able to affect students' academic development, because each student has different beliefs when studying (O'Keefe et al., 2021). Some feel that they are capable, but some are not, so this is where the role of teachers in supporting the student learning process is very important, one of which is by adjusting the learning needs of students. The implementation of differentiated instruction into learning will be able to affect student confidence, both in terms of learning motivation and appropriate learning strategies (Widayanti et al., 2024). This directly affects student beliefs, where every aspect is influenced by the teacher's ability to provide learning that suits the needs of their students. So that the development of student learning can be significantly in accordance with the increasing beliefs of students.

The implementation of differentiated instruction has currently been found in various schools, one of which is SMK Negeri 3 Denpasar, which has implemented this learning model in line with the implementation of the independent curriculum. In its implementation, it can be observed that teachers have adapted this learning model to meet the needs and learning abilities of students. Of course, this is a new challenge for teachers in providing more diverse access to learning and paying close attention to learning that will support each student. In addition, this implementation is supported by the integration of technology during the learning

process. Teachers are encouraged to continue to explore the use of technology that is in accordance with learning needs and students' ability to understand learning through technology.

Although the integration of technology used in differentiated instruction in schools is still being developed, this will then have an impact on student beliefs where each student will have different beliefs in the learning process. This is because the access and learning facilities provided by teachers are diverse according to the abilities and needs of students. With the help of differentiated instruction integrated with technology, it is reported that it can help students in simplifying the process of understanding learning. In addition, if a learning model like this is implemented in language learning, it takes a long time to understand each vocabulary and appropriate grammar. The presence of technology again plays a good role and helps in the language learning process, plus now there are many technologies that can be used to learn languages more effectively.

Students at SMK Negeri 3 Denpasar have responded positively to this approach, as they find it easier to understand and apply the learning materials, processes, and outcomes. The variety of learning resources allows them to select content, processes, and products that suit their individual learning needs. This flexibility enables teachers to observe students' initial responses to the material, helping them better understand each student's learning preferences and interests. From this, the teacher can see how students tend to the type of content provided at the beginning. It can also help teachers to know students' interests and learning styles. Regarding from previous student perceptions, it shows a relationship between differentiated instruction and students' learning beliefs. This research was

conducted to determine how students' beliefs about differentiated instruction integrated with technology at SMK Negeri 3 Denpasar. This research was conducted by looking at how differentiated instruction is implemented in the classroom with the support of technology then how is the impact to the students beliefs when it is integrated in the language learning in class. The results of this study are expected to provide valuable insights for English teachers, hope this can help them refine their teaching strategies and better support students in their learning journey. Although the study focused on students' views, it has not yet addressed every aspect of their opinions or experiences across all classes. Therefore, future research could fill this gap by examining the different factors that influence students' perceptions of technology and differentiated instruction in greater detail.

1.2 Research Problem Identification

Differentiated instruction emphasizes the importance of adapting teaching methods to meet students' individual needs, thereby enhancing their abilities and potential. This approach aligns with student-centered learning, where teachers tailor lessons to accommodate diverse learning styles and preferences. Differentiated instruction is also a key component of the Merdeka Curriculum, which aims to create a more personalized learning experience for students. However, many schools are still in the early stages of implementing this approach, and some have not yet adopted it at all. However, SMK Negeri 3 Denpasar had already integrated differentiated instruction into its teaching practices even before the Merdeka Curriculum was introduced. According to the school principal and English teachers,

differentiated instruction has been actively applied in their classrooms. The implementation process begins with a diagnostic assessment, allowing teachers to gauge students' abilities and preferences. Based on this assessment, teachers provide students with a range of content formats, giving them the freedom to choose the type of content they find most engaging before the learning process begins. The learning materials are shared via WhatsApp, ensuring easy access for all students. Despite the promising implementation of differentiated instruction, there are still challenges to address, particularly regarding the use of technology and students' English proficiency. Currently, the primary technologies used for delivering differentiated instruction are WhatsApp and Google Translate, which may not offer the variety of resources necessary to fully engage students in a more dynamic and stimulating learning environment. To improve, teachers could explore a wider range of technological tools that provide richer and more varied learning experiences. Moreover, although differentiated instruction strategies have been put in place to help students learn more effectively, many students at SMK Negeri 3 Denpasar still struggle with English proficiency, which remains a key area of concern. This research was conducted to see how English teachers at SMK 3 Denpasar implement differentiated instruction integrated with technology and how it influences students' beliefs. The findings from this research will show whether implementing differentiated instruction integrated with technology in the classroom can increase students' beliefs in language learning or whether it has no effect at all.

1.3 Scope of Research and Research Limitations

Based on previous problem identification, this research was conducted at SMK 3 Denpasar, a vocational school located at Sanur Kauh, South Denpasar. With English teachers and eleventh-grade students who will be informants in this research, this research focuses on how differentiated instruction integrated with technology at SMK 3 Denpasar is implemented and how students' beliefs regarding the application of differentiated instruction integrated with technology are affected when implemented.

1.4 Research Question

Based on the research background, the research questions of this study were:

1. How does differentiated instruction integrated with technology implemented by teachers in the classroom at SMK 3 Denpasar?
2. How were students' beliefs when differentiated instruction was integrated with technology implemented in the classroom?

1.5 Research Objective

The research objective of this study can be determined based on the problems that have been formulated previously, as follows:

1. To describe the implementation of differentiated instruction integrated with technology by teachers in the classroom at SMK 3 Denpasar.
2. To measure how students' beliefs are when differentiated instruction is integrated with technology is implemented at SMK 3 Denpasar.

1.6 Research Significances

This research can help provide theoretical and practical studies for students, teachers, and other researchers in the future.

1. Theoretical Significance:

The results of this study are expected to provide information in the form of data about the implementation of differentiated instruction integrated with technology and how students' beliefs change when differentiated instruction integrated with technology is implemented in the classroom.

2. Practical Significance:

a. For Teachers and Students

This research is expected to provide information for English teachers and students about how differentiated instruction integrated with technology can influence students' learning beliefs when implemented in the classroom and can be a reference in choosing learning models that suit students' needs and interests to create an effective and enjoyable learning process.

b. For Other Researcher

The result of this research can be used as a guide for other researchers in the future when conducting similar research in different areas to improve the effectiveness of the findings.

CHAPTER II

THEORETICAL REVIEW

2.1 Theoretical Review

This research requires fairly broad theoretical sources to support the accuracy of the information. Here are some theories needed in this research:

2.1.1 Differentiated Instruction (DI)

Differentiated instruction is one of the learning methods that is currently being implemented in the Merdeka Curriculum. Differentiated learning is one of the learning methods currently implemented in the Independent Curriculum. Differentiated learning is a learning approach that is modified to suit each student's abilities starting from learning content, process, and product. Tomlinson (1999) states that students have different interests, preparations, and abilities in learning activities. Based on students' diverse needs, differentiated instruction aims to facilitate and open up opportunities for each student to achieve learning goals. It is believed that each student has uniqueness, whether it comes from their learning skills, abilities, or interests. Therefore, in implementing differentiated instruction, teachers can modify contents, processes, learning products, learning environments, activities, and learning assessments in the classroom to respond to the diverse needs of all students and maximize their learning opportunities (Tomlinson et al., 2003).

Differentiated instruction is a teaching approach teachers use in the classroom to facilitate the diversity of students' needs in the learning process (Shareefa et al., 2019). Differentiated instruction is a student-centered learning

method that considers the diversity of students' needs as an essential part of the learning process. Implementing differentiated instruction in the classroom aims to see what students can learn through the different learning styles and abilities each student possesses. Knowing things related to students' learning and thinking will help teachers develop students' learning experiences. In differentiated instruction, students can choose their learning styles.

According to Tomlinson (2001), three elements must be considered when using differentiated instruction in the classroom. These three elements are:

1. Content

Content is the first element in implementing differentiated instruction. Content refers to what students need to learn and contains the main concepts, principles, and skills taught (Tomlinson, 2001). Teachers can differentiate learning content but still need to pay attention to achieving learning objectives. Teachers must adjust the complexity level by using various teaching processes to teach content so that all students can learn the same concepts but in different ways.

2. Process

Process refers to how content is taught. Processes are activities that help students process information and understand learning content until students finally have the concepts and skills taught (Tomlinson, 2001).

In the differentiated instruction learning process, flexible grouping of students is something that needs to be done, where students can be grouped based on level of readiness, sometimes based on interests, and sometimes based on learning profiles (Moss 2005:14). This can also

support the growth of a learning community between all students, and each student needs to be actively involved in solving problems at this stage of the process.

3. Product

Products are the final results of learning created by students to demonstrate students' knowledge, understanding, skills, and abilities after studying learning material. Students can make different products based on their level of readiness, abilities, interests, and learning preferences (Tomlinson, 2001). The product is summative and needs to be assessed by the teacher. This assessment is carried out from start to finish by looking at student learning outcomes, such as student activity when participating in learning and products produced and delivered by students in various ways.

The differences in students' needs, interests, understanding, and abilities encourage teachers to adapt to these differences. Implementing differentiated instruction allows teachers to include student learning preferences and student involvement. The results of implementing differentiated instruction can provide a focus on how students demonstrate their knowledge and understanding of the learning material.

2.2.2 Technology in Learning

Technological developments continue to develop rapidly in all aspects. Nowadays, humans are very dependent on technology. This makes technology a fundamental need for everyone. Technology is shaped by humans, but technology also shapes new cultures in society (Beer et al., 2020). The existence of technology

should be utilized as an effort to increase effectiveness and efficiency in education. Technology can also be used as a learning resource in education. Global demands require the world of education to constantly adapt to technological developments to improve the quality of education and adapt the use of information and communication in the world of education, especially in the learning process. Technology can be an intermediary in achieving learning goals. With the development of an increasingly modern era, technology is also becoming more sophisticated and advanced, so more supporting media can help students to do assignments or look for information. The existence of educational technology can provide new knowledge to students through independent exploration. Students can learn various things quickly through multiple sources. Sum & Oancea (2022) stated that educational technology can provide students with more interactive, personal, collaborative, and flexible learning opportunities, increasing interest, involvement, satisfaction, and achievement in their studies. Using technology, students and teachers can also develop and try to apply new things in teaching and learning activities. Teachers can also easily search for references for teaching materials using technology.

By utilizing connected technology and the internet, various information will flow effectively and have a positive impact on educational development. Technology can make learning more varied by providing various media and platforms for creating assignments or delivering learning material. Educational technology is a learning activity that combines technology in analyzing, developing, and evaluating to improve learning. This means that using technology

in the learning process can be used to achieve better education in the current era where everything uses technology.

2.1.3 Differentiated Instruction Integrated with Technology

Differentiated instruction is a learning strategy based on an essential principle in the learning process, namely the alignment of learning activities with students' characteristics and interests to achieve more real learning for students in the learning process (Petrina, 2007). Differentiated instruction considers all the differences and diversity of students' skills, abilities, processes, readiness, culture, and learning styles. The development of increasingly sophisticated technology can be a tool to facilitate differentiated instruction by increasing the flexibility, diversity, and efficiency of learning methods and materials. Technology provides various solutions to overcome different problems experienced by humanity because modern technology has broad applications and offers multiple options and solutions in various fields, especially in education. Technology can make it easier for students to do their assignments and allow them to look for learning resources that suit their needs and ability levels (Cutter, 2015).

In differentiated instruction, technology can also help teachers provide varied and innovative learning resources that can be adjusted to each student's abilities (Moreno, 2015). So the technology integration means the use of technology in the learning process, adjusting to the students' needs, interests, and abilities. With this technology, students and teachers will be more helped in the learning implementation included including the aspects of content, process, and product. It will be easier to integrate technology inside it because both can explore more, either in the learning process or for supporting the study process of a student.

With the rapid development of technology today, integrating learning with technology can be a way to improve educational development and make it even better. Differentiated instruction integrated with technology will make the learning process more flexible, and aspects of differentiated instruction, namely content, process, and products, will run more effectively. Unlike traditional learning, which limits freedom in seeking knowledge and other information, the learning process that applies differentiated instruction integrated with technology will give students the freedom to choose content, process, and products according to their needs, beliefs, and interests. Providing diverse learning through technology will enable students to be involved in every learning activity. This also supports the concept of differentiated instruction because it allows students to choose their learning styles and resources and involve them in every learning activity.

2.1.4 Students' Beliefs in Language Learning

Student beliefs in language learning are students' thoughts or prejudices as language learners regarding issues related to second language or foreign language learning (Horwitz, 1987). Beliefs in language learning consist of students' assumptions as language learners, the nature of language learning, and factors that can affect their learning process and outcomes in learning a language. Students' beliefs in language learning have varying levels of validity and origins. Learning English as a foreign language takes time. When students do not understand English from the start, they will have difficulty interacting and will experience a lot of pressure because of their lack of understanding. Many wrong preconceptions can affect students' learning of English, which can cause frustration and anxiety and affect the effectiveness of learning English in the classroom (Horwitz, 1988).

Things like this will have a negative impact on students' perspectives when studying English as a foreign language and cause them to lag in learning English. Therefore, students' beliefs in learning foreign languages are essential and need to be considered. Students' beliefs in language learning are fundamental because they can guide students' thinking and behavior in learning a foreign language. Students' beliefs can affect their motivation, performance, and satisfaction in language learning contexts.

Horwitz, E.K. (1988) developed a study known as the Beliefs About Language Learning Inventory (BALLI), which has five aspects that can be used as a reference in measuring students' beliefs about language learning, namely:

1. Difficulty of Language Learning

This instrument contains students' beliefs that learning a foreign language is difficult. This can influence students' expectations regarding learning outcomes and the duration required to understand a foreign language. Beliefs about the difficulty of learning a foreign language are connected to anxiety (Horwitz, 1989). Students who believe that learning a foreign language is relatively difficult to master will have higher learning anxiety compared to students who enjoy and believe that they can learn a foreign language easily.

2. Foreign Language Aptitude

Every student has different aptitudes for learning foreign languages. The diversity of aptitudes possessed by students can influence students' self-confidence and hopes of learning a foreign language (Horwitz, 1988). This can be a reference in measuring students' beliefs in foreign

language learning. When students feel and believe that they have aptitude in learning a foreign language they will have a higher level of hope of success, and students will be more motivated to be more actively involved in the learning process. However, if they feel and believe that aptitude in learning a foreign language is only possessed by certain people, they will doubt their own abilities as language learners and have no hope of success in learning a foreign language (Horwitz, 1988).

3. Nature of Language Learning

The nature of learning a foreign language is one aspect that can show that learning a foreign language is different from learning other subjects. Beliefs about the nature of foreign language learning can indicate students' perceptions of what foreign language learning is. Horwitz (1988) in his research shows that there are around 76% of students think that learning foreign languages is different from learning other subjects. Learning a foreign language is a fairly long process, starting from introducing vocabulary, language structure, and pronunciation techniques, to being able to understand complex sentences and translating into other languages. These are things that students need to pay attention to and master in order to understand the foreign language.

4. Learning and Communication Strategies

In this aspect, beliefs about learning and communication strategies have a big influence on student achievement in learning English. These

beliefs can influence students' preferences in choosing strategies to use to practice their English. This can involve beliefs about how to speak the language, correct pronunciation, and the best way to practice English. This aspect will be able to be passed by students when they have learned the basic knowledge of language learning. Horwitz (1988) explains that correct speaking and accent skills need to be taught and trained. Students who understand English will be seen from how they communicate using that language.

5. Motivation and Expectation

Horwitz (1988) states that these motivations and expectations will influence students' beliefs that a foreign language can help them in various aspects of life. In this case, motivation and expectations will refer to students' perceptions of the importance of learning English and its relevance to their success.

Hall (2011) states that students' beliefs and motivation are related to each other because their beliefs in learning a language can affect their attitudes and motivation when studying a foreign language, which may also affect their learning strategies and learning outcomes. Students' beliefs also affect students' aptitude and motivation, which will then influence student learning outcomes (Hidayatullah & Csíkos, 2024). Apart from that, there is also students' self-confidence in learning English, which needs to be considered because it can directly or indirectly affect students' learning achievements through their academic emotions (Mulualet al., 2022).

2.2 Empirical Review

The first study was conducted by Barlian, Yuni, Ria & Suhaeni (2023) entitled “Implementasi Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka Pada Pembelajaran Bahasa Inggris” explains that differentiated instruction is part of the Merdeka Curriculum. Differentiated instruction has 4 aspects, namely content, process, product, and learning environment. Differentiated instruction is designed to meet the different learning needs of students by paying attention to students' learning readiness, learning interests, and learning profiles. The implementation of differentiated instruction in the independent curriculum in English lessons has three stages consisting of the initial stage, implementation stage, and evaluation stage. In the initial stage, teachers carry out curriculum analysis and diagnostic assessments in order to map students' interests and learning styles. Then in the implementation stage the teacher carries out learning by paying attention to the four aspects (content, process, product and learning environment). When teachers can adapt these four aspects to each student, differentiated instruction will be able to run easily. At the evaluation stage the teacher evaluates and assesses the products produced by students using formative and summative tests to determine follow-up actions and improvements in the next learning process.

The second study by Kotay-Naggy (2023), entitled “Differentiated instruction in the EFL classroom: An interview study on Hungarian primary and secondary school EFL teachers' views and self-reported practice”. This study explains that in differentiated instruction teachers can group students based on their abilities and interests, learning styles, and socio-economic aspects. After that, students will be directly involved by the teacher in the learning process. Students will be given the

opportunity to convey the ideas they have based on their own understanding. Then the teacher will provide feedback to each student with the hope that students can utilize this feedback to increase the student's learning potential.

The third study was discussed by Ibrahim Magableh & Abdullah (2020), which states that differentiated instruction can reduce differences in student learning abilities. Teachers can create and support each student's way of learning based on their abilities by creating content, process, and products in different forms for each student with different abilities. This differentiated instruction strategy can increase students' self-confidence in learning. Not only that, but differentiated instruction can also improve students' language skills, which can be seen from the positive impact on the achievement of English reading comprehension at levels 4 and 5 in Jordan. Differentiated teaching strategies considerably impact EFL students' English reading comprehension learning, unlike the one-size-fits-all approach, which is ineffective in reducing student diversity. When implemented in the classroom, differentiated instruction can also help teachers and students achieve learning goals. In this case, teachers also need to develop their teaching methods because students at the primary school level are still very dependent on the teacher's teaching methods. Students at the primary level cannot determine their way of learning. They have different interests, starting points, attitudes, intelligence, and skills. Implementing differentiated instruction can help reduce the diversity of abilities that students have in the classroom.

The next research from Liu (2023), states that students believe learning English will take a long time. English has many rules in its use. Regardless of the level of proficiency in English, the majority of students have the same beliefs and

perceptions. They believe that they will not be able to speak English because they do not understand the rules of English. Therefore, the role of teachers in this matter is very necessary. The learning strategies that teachers will use must be adjusted to students' needs to be able to help students process the information they get.

The fifth research comes from Abdulhazadeh & Nia (2014), the findings stated that the higher students' beliefs in learning English will make them more proficient. By comparing the more proficient group of students with other groups, they found that they tended to have higher motivation in learning a new language and were more optimistic about their future learning outcomes. Apart from that, in the findings, it is also stated that using direct learning and communication strategies involving groups of students who are already proficient can be assessed as a training strategy that can direct less proficient students to benefit from effective learning strategies that have been used by students who are proficient in developing their ability to learn English. From these findings, teachers need to consider and pay attention to students' initial beliefs when designing learning activities to follow students' learning beliefs. Teachers can teach English more effectively by encouraging appropriate beliefs and providing effective teaching strategies according to students' situations.

Sixth, research from Purwanto, Fahmi & Cahyono (2023), entitled “The Benefit of Using Social Media In The Learning Process Of Students In The Digital Literacy Era and Educational 4.0 Era”. Their findings stated that the availability of technology can make the learning process easier. In this era of globalization, teachers must be able to adapt to technology because involving technology in learning activities will help students discover new knowledge that suits their

interests and talents. Students tend to like and feel more comfortable when the learning process involves the use of technology. This is because students in this era of globalization are accustomed to using technology in various aspects of their lives. This is also related to differentiated instruction because with technology, students can overcome the problems they face independently. By exploring technology independently, students can enhance their self-development.

Next, research from Mwijage (2022) examines the use of digital technology to improve the teaching and learning process. The results show that the use of technology can improve the teaching and learning process by encouraging student creativity. By implementing differentiated instruction using technology, it can help to increase students' motivation and readiness to learn. Modules to support the learning process using technology integrated with differentiated instruction are also needed.

The next research entitled “Information and Communication Technology (ICT) as a Tool of Differentiated Instruction” conducted by Karatza (2019) has analyzed teachers' perspectives regarding the use of technology in implementing Differentiated Instruction in the classroom. By using questionnaires to collect data, Karatza (2019) shows that teachers have used technology as a tool when implementing differentiated instruction in the classroom. Teachers consider that technology is an effective tool to use when implementing differentiated instruction.

Ninth, a study from Trisianti & Purnawarman (2019), entitled “The Use of Quizizz in Improving Students’ Grammar Understanding through Self-Assessment”. Trisianti & Purnawarman (2019) conducted a survey study regarding the influence of student interest, belief, and motivation on learning outcomes. In

this study, it is shown that students' interest and belief in learning can be expressed through their preferences for specific lessons and methods. Every student still has the desire to learn even though this desire may be very small, therefore the teacher's role is needed to attract students' interest and belief in learning. Teachers must be able to make their students feel comfortable and enjoy the learning process so that students will try harder when participating in the learning process as their interest and belief in learning grow, which is expected to help students achieve better learning outcomes.

The difference in technology offered to students is also one of the factors that shape the interest and diverse self-regulation of students. In research by (Lai et al., 2024), it was found that applying different types of technology to learning will also affect the interests and regulations of each student. Directly, this provides an opportunity for students to choose the best way to learn that suits their learning style. Different levels of language proficiency make learning more flexible when the learning technology offerings provided are broader and more open. So that the choice of a suitable learning method will make learning more comfortable, and every student will have the opportunity to try, in terms of learning a language with adequate understanding.

The last study is from Rakhimboevna, Rakhmatullaev, and Rakhmatovich (2022) with the title "Technology Of Teaching Text Editing In Language Teaching," which stated that integrating technology in differentiated instruction can increase student creativity because students have the opportunity to explore various learning resources and ways that can help them to solve multiple problems. This will be beneficial for students' learning development in other fields in the future.

Students tend to believe that learning English as a foreign language is difficult. However, it will slowly become accepted by utilizing technology adapted to students' needs in the learning process. The learning process in this era is expected to involve technology more in student learning and exploration. This can help foster belief about English language learning due to technology that is integrated in differentiated instruction, which has been adapted to student learning needs.

Directly, the relationship between student beliefs and the implementation of differentiated instruction integrated with technology is in line with the ease of learning that you get. By integrating technology into student learning, students are more confident that learning a language is not difficult if it is done according to their abilities and interests. So that there is no such thing as a gap in learning ability caused by the equalized way of learning. Thus, the higher a child's beliefs about the implementation of this learning, the easier it will be for a language to be learned and understood directly by students through tailored methods.

Most previous studies have examined differentiated instruction, students' beliefs about language learning, and the use of technology in language learning. Previous research on differentiated instruction only discusses teachers' perspectives and readiness to implement it. More research is needed to explore students' views on the implementation of differentiated instruction. Implementing Differentiated Instruction in the classroom has an influence and is in line with how students believe in this learning. As time went by, differentiated instruction began integrating with technology to create better learning strategies to help students learn and understand learning materials, including learning English. This can certainly influence students' beliefs in learning. Only a little research has discussed differentiated

instruction combined with technology like this. This is what will differentiate this research from previous studies. Researchers conduct research that is relevant to the topics above. This research was conducted to explore information about the relationship between variables, which is how differentiated instruction integrated with technology is implemented by English teachers at SMK Negeri 3 Denpasar and how it influences students' beliefs in learning English.

