

**The Implementation of Differentiated Assessment at Singaraja
Montessori School Academic Year 2025/2026**

By:

Agung Ayu Dyah Permata Sari

NIM. 2329081026



English Language Education

Postgraduate Program

Ganesha University of Education

2025/2026

The Implementation of Differentiated Assessment at Singaraja Montessori School Academic Year 2025/2026

THESIS

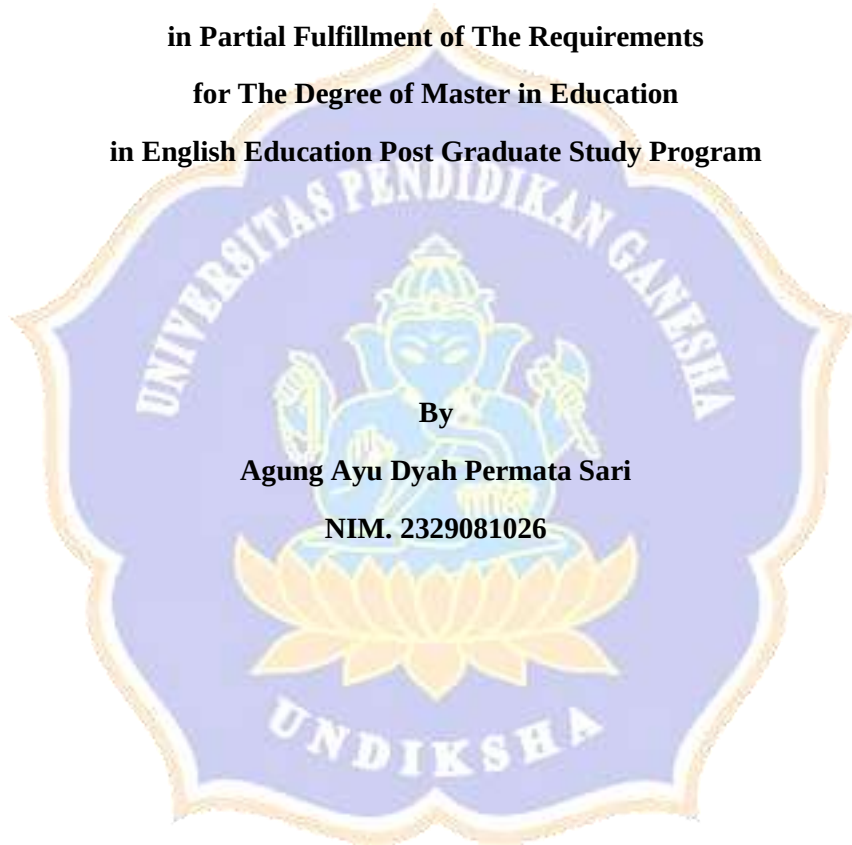
Presented to

Ganesha University of Education

in Partial Fulfillment of The Requirements

for The Degree of Master in Education

in English Education Post Graduate Study Program



By

Agung Ayu Dyah Permata Sari

NIM. 2329081026

GANESHA UNIVERSITY OF EDUCATION

POST GRADUATE PROGRAM

FEBRUARY 2026

TESIS

DIAJUKAN UNTUK MELENGKAPI TUGAS DAN MEMENUHI SYARAT-SYARAT UNTUK MENCAPAI GELAR MAGISTER PENDIDIKAN

Menyetujui

Pembimbing I	Prof. Dr. Ni Nyoman Padmadewi, M.A. NIP.196202021988032001
Pembimbing II	Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd. NIP.198304022006042001



- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE - BSSN, validitas dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSrE
- Cetak dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.

Tesis oleh agung ayu dyah permata sari telah dipertahankan di depan tim penguji dan dinyatakan diterima sebagai salah satu persyaratan untuk memperoleh gelar Magister Pendidikan di Pendidikan Bahasa Inggris (S2), Program Pascasarjana, Universitas Pendidikan Ganesha
Pada tanggal 10 Februari 2026

Dewan Penguji

Ketua	Prof. Dra. Luh Putu Artini, M.A., Ph.D. NIP.196407141988102001
Anggota	Prof. Dr. Ni Nyoman Padmadewi, M.A. NIP.196202021988032001
Anggota	Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd. NIP.198304022006042001
Anggota	Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd. NIP.198104192006042002
Anggota	Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd. NIP.198303142008122002

Mengetahui Direktur Pascasarjana
Universitas Pendidikan Ganesha,



Prof. Dr. I Nyoman Jampel, M.Pd.

NIP.195910101986031003



- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE - BSSN, validitas dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSrE
- Cetakan dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.

STATEMENT LETTER

I honestly state that this Post Graduate Thesis in Education that is written as a partial requirement for the degree of Master in Education is my own work. All the information contained in this thesis which is derived from the work of others has been given an award by citing the name of the source authors correctly according to the academic norms, rules, and ethics.

If it is discovered in the future that a portion or the whole thesis is not my original work or that there is a case of plagiarism, I willingly accept the consequence of my academic title withdrawal and other sanction as postulated by Indonesian National Law.

Singaraja, February 2026

Statement by

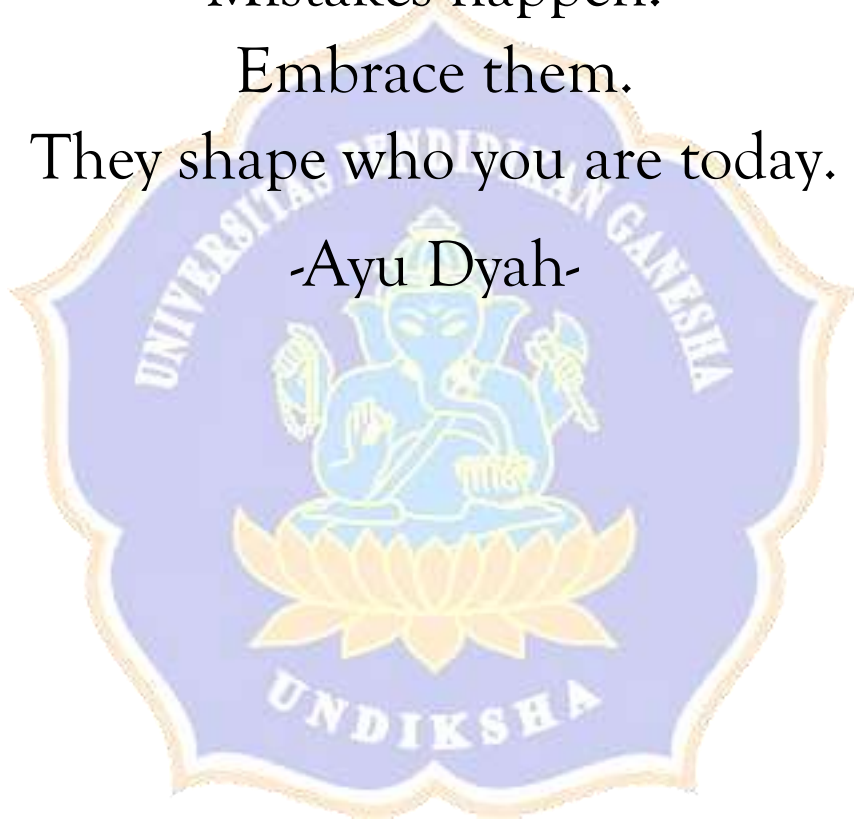


Agung Ayu Dyah Permata Sari

MOTTO

Mistakes happen.
Embrace them.
They shape who you are today.

-Ayu Dyah-



ACKNOWLEDGEMENT

Thank to almighty Ida Sang Hyang Widhi Wasa who has given his bless to the writer for finishing this research entitled "The Implementation of Differentiated Assessment at Singaraja Montessori School Academic Year 2025/2026". This research is submitted to fulfill one of the requirements in accomplishing the Master Degree Program at the English Language Education, Ganesha university of education. The writers also wish to express her deep and sincere gratitude for those who have guided in completing this research.

1. Prof. Dr. Ni Nyoman Padmadewi, M.A. as the first supervisor who had kindly given valuable guidance, inspiring ideas, advice, and motivation to finish this research on time.
2. Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd. as the second supervisor and my academic supervisor who given valuable guidance, beneficial feedback, ideas and motivation to the researcher for finishing this research.
3. All of English department lectures who had given valuable lesson. knowledge and support during 4 semesters in UNDISKHA.
4. Singaraja Montessori School which had given permission to conduct the research and the observed teachers who always kindly help researcher gains the information needed to finish the research as well as all the student being observed.
5. My parents Ketut Sugati and Putu Gede Surasmada, especially mother of the researcher who supported me to finish this master degree

program, All the love, support and motivation that I get from my parents gives me strength to finish it.

6. My family, who supported me during the process of finishing this thesis. And also, my precious dogs that become my mood booster when I stressed.
7. My boyfriend, Hendrawan Pangestu, for your support, attention, time and advices during the process. All the efforts that you have given really helped me through this phase.
8. Kak Yoga Sathya for guiding and supervising me from the proposal stage until the completion of this thesis, which enabled me to gain a better understanding of my research topic. All the suggestions provided were very helpful in improving my work and facilitating a faster approval from the lecturers.
9. My friends, which give a lot of advice, information, experiences, and kind help over the past two years. All the experiences we have been through have become unforgettable memories.

The last, researcher hopes this research can be useful and beneficial in the context of differentiated assessment. The researcher will appreciate if there any criticism, suggestion, and feedback for the improvement.

Singaraja, February, 2026

Agung Ayu Dyah Permata Sari

TABLE OF CONTENTS

STATEMENT LETTER	v
MOTTO	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
ABSTRAK	x
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES.....	xvi
CHAPTER I INTRODUCTION.....	1
1.1 Background of Study.....	1
1.2 Problem Identification.....	10
1.3 Limitation of Study	12
1.4 Research Questions	14
1.5 Research Objectives.....	14
1.6 Research Significance	15
1.7 Definition of Key Study.....	17
CHAPTER II LITERATURE REVIEW	19
2.1 Theoretical Review	19
2.1.1 Merdeka Curriculum.....	19
2.1.2 Assessment.....	23
2.1.3 Differentiated assessment.....	27
2.1.4 Differentiated Assessment in EFL Learning in Indonesia	33
2.1.5 Implementation of Differentiated Assessment.....	37
2.1.6 Pro and contra towards the use of differentiated assessment.....	45
2.2 Empirical Review.....	46
CHAPTER III RESEARCH METHOD	68
3.1 Research Design.....	68
3.2 Research Setting.....	69
3.3 Research Subject and Object.....	70
3.4 Procedure of Data Collection	71
3.5 Research Instruments	77

3.6	Instrument Validity	79
3.7	Method and Technique of Data Analysis.....	82
3.8	Data Trustworthiness	86
CHAPTER IV FINDING AND DISCUSSION		88
4.1	Finding	88
4.1.1	The Teacher Implementation of Differentiated Assessment in Terms of Content, Process, Product, And Learning Environment for Fourth, Fifth, and Sixth Grade Students of Singaraja Montessori School Academic Year 2025/2026	88
4.1.2	The teacher's challenges in implementing differentiated assessment.....	118
4.1.3	Benefits of implementing differentiated assessment.....	130
4.2	Discussion	138
4.2.1	The Influence of Montessori Method in Implementing Differentiated Assessment	140
4.2.2	Variation Assessment in Theory Vs Reality	144
4.2.3	The Instructional and Pedagogical Challenges Comes from Internal and External Factors.....	148
4.2.4	Vital Component to Implement Differentiated Assessment	158
4.2.5	Difference Leads to Respectful.....	163
4.3	Implication	166
4.3.1	Theoretical Implication	166
4.3.2	Practical Implication	167
CHAPTER V CONCLUSION		169
5.1	Summary	169
5.2	Conclusion.....	169
5.3	Suggestion.....	171
REFERENCES		173
APPENDICES		181

LIST OF TABLES

Table 3. 1 Data Collection Plans for Each Research Question	79
Table 3. 2 The Tabulation of Judges	80
Table 3. 3 Content Validity Criteria	81
Table 4. 1 Aspect of Differentiated Assessment Implementation	89
Table 4. 2 Variation types of question in the students' worksheet.	91
Table 4. 3 Differentiation level on student worksheet	95
Table 4. 4 The differentiation of teacher involvement on student progress	103
Table 4. 5 Variation tool to support student different learning style	104
Table 4. 6 Differentiated product made by the student	109
Table 4. 7 Student completing worksheet individually, in pair and teacher assistance	117
Table 4. 8 Aspect of Challenges Faced by the Teacher in Differentiated Assessment Implementation	119
Table 4. 9 Aspect of the Benefit in Differentiated Assessment Implementation	130
Table 4. 10 the summary of finding	138

LIST OF FIGURES

Figure 2. 1 The Connection Between Differentiated Assessment and Instruction.	39
Figure 3. 1 Six-Phase of Thematic Analysis by Clarke and Braun (2006)	83
Figure 4. 1 Math worksheet for 4 th and 5 th grade	96
Figure 4. 2 Content differentiation between foreign student and local student in Bahasa Indonesia subject	98
Figure 4. 3 Observed teacher number (2) gave scaffolding orally and visually	99
Figure 4. 4 Assessment activity to address visual learner.....	102
Figure 4. 5 Assessment rubric for 4 th grade student.....	106
Figure 4. 6 Observed teacher number (2) was giving feedback to the student. ...	107
Figure 4. 7 Drawing activity in English class.	110
Figure 4. 8 Mini fan project in science class.....	111
Figure 4. 9 Student learn in different sit arrangement	116
Figure 4. 10 Interview session with observed teacher number (1)	120
Figure 4. 11 Interview session with observed teacher number (2)	121
Figure 4. 12 Different class size from 2024/2025 to 2025/2026 academic year.	125
Figure 4. 13 Class facility in Rainbow class	127
Figure 4. 14 Television units provided by the government and school.	128
Figure 4. 15 Student Independence from Teacher's Perspective.....	132
Figure 4. 16 Difference Leads to Respect.....	133
Figure 4. 17 Teacher designing materials in the class	136
Figure 4. 18 Factors in Instructional and Pedagogical Challenges	148

Figure 4. 19 Lack of Training and Facility made the Teacher Cannot Properly
Implemented Differentiated Assessment.....159



LIST OF APPENDICES

Appendix 1. Surat Izin Penelitian	182
Appendix 2. Blueprint Open-Ended Questionnaire	183
Appendix 3. Blueprint Observation Sheet	192
Appendix 4. Blueprint Interview Guide.....	199
Appendix 5. Expert Judgement Rubric Open-Ended Questionnaire	208
Appendix 6. Expert Judgement Rubric Observation Sheet.....	213
Appendix 7. Expert Judgement Rubric Interview Guide	217
Appendix 8. Completed Expert Judgement Rubric for Open-Ended Questionnaire (Expert 1)	223
Appendix 9. Completed Expert Judgement Rubric for Open-Ended Questionnaire (Expert 2)	228
Appendix 10. Completed Expert Judgement Rubric for Observation Sheet (Expert 1)	233
Appendix 11. Completed Expert Judgement Rubric for Observation Sheet (Expert 2)	237
Appendix 12. Completed Expert Judgement Rubric for Interview Guide (Expert 1)	241
Appendix 13. Completed Expert Judgement Rubric for Interview Guide (Expert 2)	247
Appendix 14. Tabulation of Expert Judgement Results for Open-Ended Questionnaire	253
Appendix 15. Tabulation of Expert Judgement Results for Observation Sheet	259
Appendix 16. Tabulation of Expert Judgement Results for Interview Guide	264
Appendix 17. Open-Ended Questionnaire used in this study	271
Appendix 18. Observation Sheet used in this study.....	276
Appendix 19. Interview Guide used in this study	281
Appendix 20. Completed Open-Ended Questionnaire from Observed Teacher number (1).....	286
Appendix 21. Completed Open-Ended Questionnaire from Observed Teacher number (2).....	298

Appendix 22. Completed Observation Sheet (five-day observation sessions) ...	309
Appendix 23. Transcription of Teacher's Interview from Observed Teacher number (1).....	361
Appendix 24. Transcription of Teacher's Interview from Observed Teacher number (2).....	390
Appendix 25. Riwayat Hidup.....	407

