

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides a comprehensive description of the research findings and a discussion of the research. The researcher discuss research findings about the results of implementing differentiated assessment in English language teaching within an independent curriculum context and the benefit encountered by teacher and student perspectives. These findings were investigated utilizing the thematic analysis approach and the interactive analysis model, which involves analyzing data in response to research questions. The findings and discussions are presented systematically to assure their representativeness, as demonstrated:

A. Findings

The researcher found some findings and described the result of the analysis of Implemented Differentiated Assessment in the English Language within an Independent Curriculum Context. These findings were based on Diagnostic Assessment and Differentiated Learning (Wijayanti, 2023). When presenting the findings, the researcher took note of the themes and categories that arose frequently from the answers and responses provided by students and the teacher throughout the data-gathering stage. The topics and categories that occurred during the data gathering and

analysis process are depicted in the following figure. Furthermore, based on the data acquired by the researcher, the following results are findings:

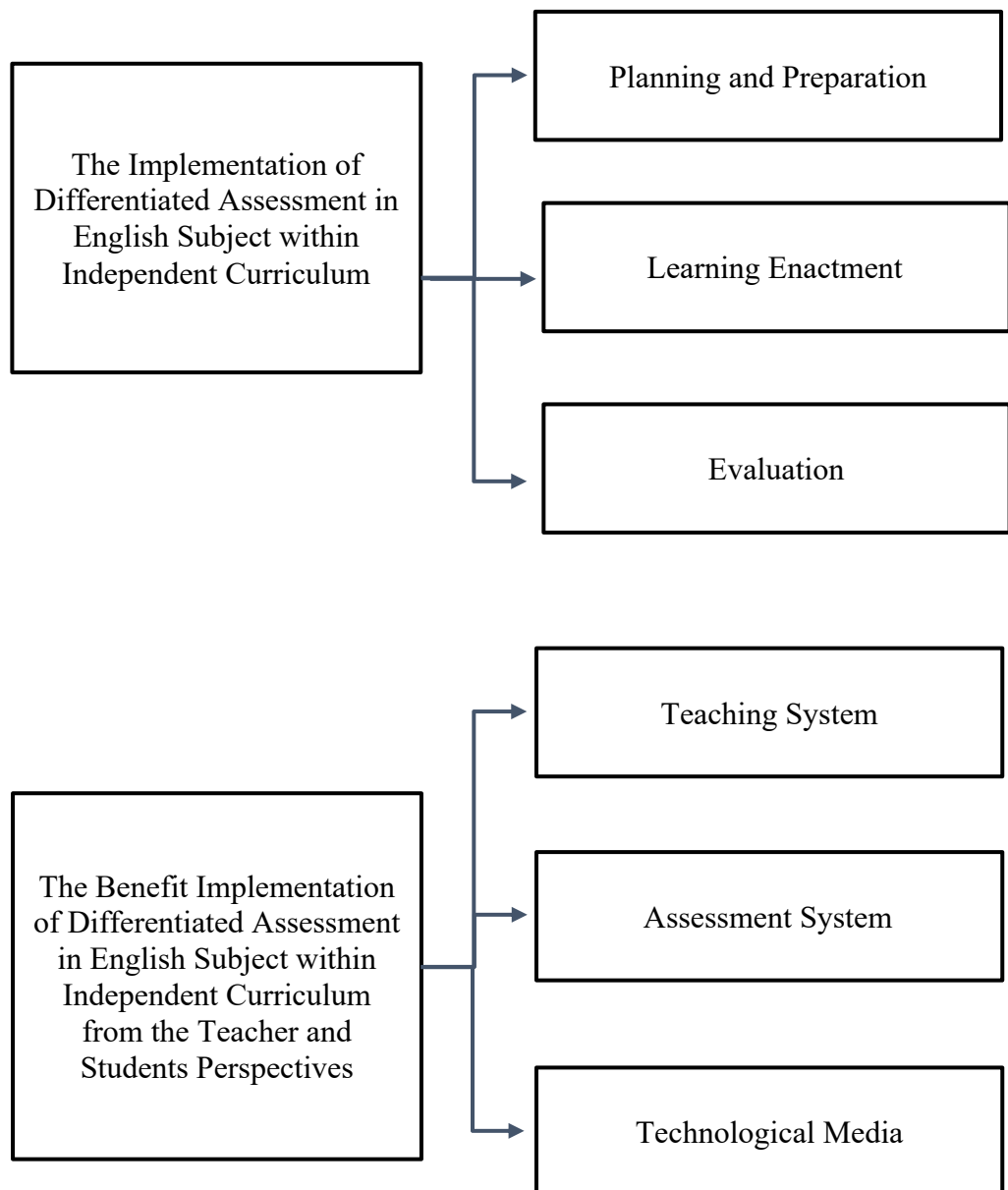


Figure 4.1 Thematic Categories of the Findings

1. Findings from Observations

The class observation was carried out to obtain data qualitative data regarding the implemented differentiated assessment in the English language within the independent curriculum context, which focuses more on the implementation of differentiated assessment in the classroom and the benefits of the implementation of differentiated assessment faced by the teacher and students' perspectives to produce qualitative data analysis conclusions. The steps in carrying out the teaching process of differentiated learning using the independent curriculum system are the same as the stages of teaching in general: class preparation, formative assessment, diagnostic assessment, core activities (stimulation, problem identification including content differentiation and process differentiation, prove include product differentiation, drawing conclusion and summative assessment). The literature study noted that the difference between differentiated learning lies in content differentiation, process differentiation, and product differentiation.

Table 4. 1 Observation schedule

No	Date	Time	Class
1	Tuesday, 22 October 2024	10.00 - 12.15	X I
2	Tuesday, 29 October 2024	10.00 - 12.15	X I
3	Thursday, 31 October 2024	07.30 - 09.45	X G
4	Thursday, 07 November 2024	07.30 - 09.45	X G
5	Monday, 18 November 2024	13.00 - 14.20	X J
6	Tuesday, 19 November 2024	07.30 - 08.15	X J
7	Thursday, 21 November 2024	10.05 - 12.15	X H
8	Thursday, 28 November 2024	10.05 - 12.15	X H

The researcher gathered data by closely observing the instructional and educational activities in the English class in sections XG, XH, XI, and XJ. The researcher conducted eight observations between October and November 2024. The researcher conducted classroom observations by joining every class mentioned and sitting in an empty seat provided or in the back seat. In this research, the researcher asked the class teacher for permission to join each class or group they participated in and observe class interaction secretly. The role of the researcher is that of a passive participant in their learning. The researcher took field notes on the teaching and learning process, implementing differentiated learning, and also took photos of each meeting. A researcher will specifically detail all the general findings obtained from the observations that have been carried out. Detailed information regarding the observations per meeting can be found in the

appendix to facilitate further understanding. Based on observation guidelines created by the researcher. There are three additional learning stages in implementing differentiated learning in the context of an independent curriculum, namely pre, which consists of class preparation and diagnostic assessment then the second, which consists of formative assessment, stimulation, and problem identification in which there is content differentiation and process differentiation, and the last is post, which consists of prove in which there is product differentiation, conclusion drawing, and competency availability. The researcher will describe the findings in stages, followed by evidence.

a. Pre Stage

In the pre-stage, the teacher carries out class preparation. In the first observation in XI's class on 22nd October 2024, the teacher makes an opening greeting accompanied by a joint prayer in which one of the male students is asked to come forward to lead the prayer at the beginning of the lesson to build a positive atmosphere. The teacher asks questions such as "How was your weekend?" to show attention to students and to strengthen the relationship between teacher and students in the seventh observation in XG's class on 21st November 2024. The teacher opens the class with greetings and enthusiasm. The teacher greets students with a warm smile as an

expression of intimacy. The next step is for the teacher to ask the students to move their chairs in the shape of the letter U so that all students can see the writing board correctly. The teacher then asks a male student to lead the prayer before the class. The teacher inquires about the student's progress, addressing each absentee individually and inquiring about their health conditions. To ensure students' learning readiness, the teacher kindly asked, "Are you all ready to learn today?" and asked, "Are you ready to receive the material today?". Opening the lesson by ensuring the classroom environment is tidy is also the teacher's responsibility, and students must do the second observation in XI's class on 29th October 2024. The teacher arrived five minutes before the start of the learning period. The teacher entered the class by greeting the students and asked them to clean the bathroom sink in front of the class because it looked dirty. Furthermore, the teacher gave advice related to cleanliness that must always be maintained and asked the student who got the cleaning schedule that day not only to clean the classroom but also to keep cleanliness outside the classroom, such as facilities in front of the class clean, on the sixth observation in XJ's class on 19th November 2024. Before starting the morning session, the teacher asked all students to clean and pick up trash around them, such as checking in their desk drawers and on the

floor. The teacher then opens the class by greeting and asking male students to lead the prayer in front of the class. After praying together, the teacher advises on cleanliness. If our class or learning environment is clean, we will feel comfortable when learning.

As well as the teacher opened the lesson by asking about the condition of the students. The teacher also opens the lesson by seeing the weather in the third observation in XG's class on 31st October 2024. The teacher starts the class by opening the door, saying greetings, and asking the boys to lead the prayer in front of the class, as always. At the beginning of the lesson, the teacher builds a positive classroom atmosphere with the phrase, "Today the weather is sunny, not cloudy or indicating that it will rain, so we must learn with enthusiasm as bright as the sun" and the motivation.

Opening the lesson by giving advice related to the school environment is also the teacher's responsibility in the fifth observation in XJ's class on 18th November 2024. The teacher starts the lesson by saying good afternoon and greetings with Islamic values. The teacher also advises manners and morals to teachers, parents, and even manners towards classmates or elders. The teacher advised while walking and observing the class students to find out the enthusiasm of the students even though it has entered

the afternoon learning and the hot weather; the teacher conveyed that they should stay focused on the learning that will be given today, in the eighth observation in XH's class on 28th November 2024. The teacher asks all students to get up from their seats and stretch their bodies. The teacher asks students to breathe oxygen in the morning to relax their bodies. The teacher then opens the class by greeting and asking male students to lead the prayer in front of the class. After praying together, the teacher gives advice related to health, which provides knowledge that their age is still developing, so the teacher asks students to do more physical activities such as sports, eating healthy foods, eating more fruits and vegetables, and drinking enough water. Next, the teacher conducts a diagnostic assessment. Diagnostic assessment Diagnostic assessment is divided into 2, namely non-cognitive and cognitive. The teacher conducts non-cognitive assessments to ensure that students are mentally and emotionally well before starting learning. This can be in the form of making light conversation at the beginning of the lesson in the first observation in XI's class on 22nd October 2024. Students are ordered to collect their cell phones and are not allowed to use them during the lesson. They are also asked always to bring a dictionary to every meeting. The teacher takes an empathic approach when the teacher sees that some students do not carry a

dictionary. The teacher gently asked, "Where is your dictionary?". In the third observation in class XG 31st October 2024 in this point, the teacher conducted non-cognitive diagnostic assessments by asking students about their health conditions "Is anyone not feeling well?" or "Does anyone have a cough and flu?" the teacher then mentioned the students' names one by one while asking about the student's condition, in fifth observation in XJ's class on 18th November 2024. The teacher asked about their mental state, and most students answered well. This response showed that all students were in good condition. In the sixth observation in XJ's class on 19th November 2024, the teacher asked questions about students' conditions. The teacher asks the students, "Have you had breakfast?" The positive response from all students shows that the students' non-cognitive needs, such as nutritional adequacy, have been met. Although some students honestly cannot eat breakfast, they bring lunch to eat at break time.

In the second observation in XI's class on 29th October 2024, the teacher did not conduct any diagnostic or non-diagnostic assessment because the focus of the day's learning was repeating the previous learning points and asking about readiness to practice on-text procedures that would be performed without any additional material activities.

b. While Stage

In the whole stage, there are while, which consist of formative assessment, stimulation, and problem identification, in which content differentiation and process differentiation are present. The teacher gives a formative assessment during the learning process. This assessment is not always done through written tests but can also be done orally during the class. Students enthusiastically answer the teacher's questions, and formative assessment continues from the beginning to the end of the learning process. In the first and the following observations, formative assessment consisted of questions asked while the material was being explained. Readers can see the appendix for more details. However, for the representative, the first observation in class XI's class on 22nd October 2024 is an example. In class, the teacher routinely tests students' understanding in various ways by calling the students' names directly, and students always answer every question from the teacher enthusiastically. Formative assessment does not occur only at the beginning of the lesson. As the lesson progresses, the teacher regularly tests students' understanding in various ways, such as asking them to describe how to make something, mentioning the materials and tools used when making it, clarifying the material, and so on. Most students respond enthusiastically through verbal

responses and gestures that show their understanding. In this observation, the teacher conducted a formative assessment by asking students to stand up, tell their friends, and mention the definition of procedure text to determine their understanding of the material that will be given today.

The next step the teacher takes is to stimulate the students. Stimulating students involves a series of actions and strategies to arouse interest and motivation, develop students' critical thinking and involvement in the learning process, and meet students' learning needs. In the first to eighth observations, the strategies used by the teacher were almost exact more details can be seen in the appendix. An example is the representative first observation in XI's class 22nd October 2024. The teacher asking the students if they still remember last week's learning with enthusiastic questions is a very positive step, "Students, do you remember last week's lesson?". Some students nodded, and some shook their heads, indicating they did not remember it. The teacher did not give up but instead said, "Last week we learned about the simple past tense you have also given examples of the second verb form during the attendance earlier." This is a good way for the teacher to help students revive their memories of the previous material. When some students responded with the question, "Is the use of this verb correct?" The teacher gave

positive and supportive feedback, creating a safe space for students to participate and ask questions. With the teacher teaching, while occasionally standing up to check on students sitting at the back as well as interacting actively and responsively with students, the teacher creates a supportive atmosphere and allows students to feel more comfortable speaking and participating rather than just sitting or not paying attention to the ongoing learning. Furthermore, the third stage is identifying problems. Students who can identify problems can recognize, analyze, and formulate problems. At this stage, differentiated learning to identify problems contains differentiated content and processes that the teacher has prepared to help students understand the material. In the first to eighth observation, the pattern used by the teacher is almost the same. More details can be seen in the attachment. An example is the representative first observation in XI's class on 22nd October 2024. The teacher starts the class with the prepared content, which is material about procedure text, by adjusting the needs of students. The lesson is opened using a projector and PowerPoint containing procedure text material. The teacher asks the students to read/listen to/watch various examples of procedure text with themes according to their interests, which can be accessed from handbooks, Google,

YouTube, or other sources on the internet (Differentiation Content Based on Interests and Learning Styles).

The teacher not only explains but also builds two-way communication, which helps other students to know things they did not know before. The teacher also asks questions that encourage students to think critically by asking what is contained in the PowerPoint by displaying pictures and students are asked to mention what pictures are displayed and how to make them and ask if they like the food with "Do you like milk tea?" or "Who doesn't like milk tea?" The teacher asks the students to answer by raising their hands as a sign that if someone answers that they don't like it, then the teacher will ask and listen to the reason from the student. The teacher asks some students by calling their names to mention the process of making food/drink through the picture displayed. The teacher also asks the students to read the text in the PowerPoint, correct their pronunciation, and give examples of the correct pronunciation (Differentiation Process).

Then, the teacher asked several students to come forward and give questions and asked them to mention how to make it regularly according to the learning material. The teacher asked many more questions throughout the lesson to improve students' critical thinking. During the lesson, the teacher continues to interact with

the students actively. The teacher leads actively by explaining through media and always encourages students to think and participate. The teacher does not let the students stand still and listen to her explanation. The teacher also responds to some of the students' jokes during learning. This learning approach is two-way and student-centered, where students are fully involved in the learning process, and the teacher only acts as a facilitator.

c. Post Stage

The post-stage consists of proving the work and drawing a conclusion. Proving the work means that students demonstrate the results of their work in the form of products obtained in front of the class. In the first to eighth observation, the pattern used by the teacher is almost the same, namely, giving assignments and displaying them the following week. More details can be seen in the attachment. But for representative first observation in class XI on 22nd October 2024 as an example. The teacher asks some questions related to text procedures, such as definition, kind/type, social function, generic structure, language features, and examples. The teacher asks the students who have not been asked to answer the question and asks the other students to confirm whether the answer is correct, such as asking after the student answers with the question, "Is it true or false?" Then the other students will answer

"True, ma'am" or "False, ma'am." After that, the teacher will give feedback on the student's answer, indicating whether the answer is correct or still needs improvement. After receiving feedback from the teacher and making necessary improvements, students are asked to take notes to remember today's learning. Students are asked to review their notes and are allowed to ask any questions related to the material. Before closing the lesson, the teacher gives a differentiated assessment to produce a product based on today's lesson. The teacher asks students to practice test procedures that will be carried out in the next meeting. Students are also invited to prepare materials, tools, and steps by performing individually in front of the class. The teacher allows the students to choose the type of procedure they are interested in, such as manuals, food/drink recipes, and tutorials. They are also free to collect the script in the form of writing or pictures that will be collected during the performance (Differentiation Product).

Concluding is the final stage of the post-stage. In the first to eighth observations, the patterns used by the teacher are almost the same. For more details, see the appendix. However, for the representative, the first observation in class XI on 22nd October 2024 is an example. The teacher asks the students to sort out who wants to perform at the next meeting, and the name is handed in,

and the task is prepared as well as possible. At the end of the lesson, after the students have sorted their names to present next week, the teacher asks them, "What have we learned today?" "What sentences are used in the procedure text?". All students actively participate in the class because the teacher actively moves and walks when explaining. The teacher also has a good understanding of each student. The teacher routinely and reasonably calls out names to answer any questions asked. In addition, if there are students who are confused or do not seem to pay attention, the teacher will immediately approach or call their names and ask directly about the difficulties or obstacles they face. According to the researcher's observations, the teacher's teaching method is very effective, with an apparent emotional approach between the teacher and students. Students understand learning very well and quickly when learning takes place.

2. Findings from Interview

The researcher transcribed the interviews, accurately recording the participants' responses by writing down verbatim notes. However, as all the participants, including the teacher and students, were not native English speakers and used local languages, there were possible grammatical errors that may have occurred in their initial responses. The researcher then adjusted the initial responses while maintaining the

essential meaning, as this would facilitate the documentation of themes and categories.

The researcher conducted one interview with the teacher as the subject and four interviews with students from each class involved in the study. In the context of the interview with the teacher, each session involved the participation of twenty representatives chosen representatively from four different classes. Thus, twenty students were interviewed, with each teacher presenting a different perspective on the learning experience. This approach allowed the researcher to detail the perspectives of the teacher and students in-depth to provide a more complete and detailed picture of the observed learning dynamics about differentiated learning and, more precisely, differentiated assessment. The following is the interview schedule.

Table 4.2 The Interview Schedule with the Teacher

No	Date	Time
1	Wednesday, 30 October 2024	13.00 - 15.00

Table 4.3 The Interview Schedule with the Students

No	Date	Time	Class
1	Wednesday, 23 October 2024	10.05 - 10.45	X I
2	Tuesday, 05 November 2024	10.05 - 10.45	X G
3	Thursday, 28 November 2024	10.05 - 10.45	X H
4	Thursday, 28 November 2024	12.00 - 13.00	X J

a. Process of Implemented Differentiated Assessment in English Subject within Independent Curriculum

Hendriyani (2023) stated that There are three pathways to implementing an independent curriculum: self-learning, change, and sharing. Principals and teachers implement the independent curriculum in the self-learning pathway, incorporating its components and principles into the existing education unit curriculum. In implementing an independent curriculum in the independent change pathway, principals and teachers, starting in the 2022/2023 academic year, implement an independent curriculum using learning tools provided in the education unit. Meanwhile, in implementing an independent curriculum on an independent sharing path, principals and teachers in the 2022/2023 academic year implement an independent curriculum with the development and various learning tools available in the education unit. As stated by Syafira Ahmad (2024), The Independent Curriculum also tackles the post-pandemic education issue by developing new rules that provide institutions and students more independence in the learning process. Conceptually, it promotes character development and soft skills that are competency-based. Differentiated learning enables the teacher to engage students based on their knowledge level and learning preferences, resulting in a requiring and adaptable learning

environment. It implies that teacher constantly analyze progress, identify unique learning requirements, and adjust their teaching approaches accordingly.

1). Planning and Preparation

a). Organize the Classroom Environment

Before starting learning in class, a teacher must create a self-designed teaching module by herself. In implementing differentiated learning, in which there is differentiated assessment in this module, the teacher must prepare more than modules that do not use differentiated learning and assessment, which makes a significant difference. The teacher revealed:

“Preparing it mainly, of course, we usually use the teaching module. In the teaching module, we first see what our learning objectives are for that day. Then, how many meetings and learning objectives, and then prepare what we need from the learning resources.” (Teacher I, script 2, line 169 interview data).

In applying differentiated learning, a differentiated assessment of English subjects within an independent curriculum, the teacher prioritizes student learning needs or interests. The teacher stated:

“Indeed, differentiated learning, especially differentiated assessment is learning that is done based on student learning needs. Where we see there is for example, learning readiness, interest and profile.” (Teacher I, script 2, line 127, interview data).

The teacher usually conducts non-cognitive diagnostic assessments based on researchers' observations. The teacher realizes the importance of knowing students' learning conditions before learning. In this case, the teacher explained:

“Based on my experience when learning with differentiation, I first look at how ready the students are to learn. We must understand what they need, what material the learning objective is today, and whether they can achieve it.” (Teacher I, script 2, line 154 interview data).

After knowing the needs and interests and knowing the condition of students through diagnostic assessments, the teacher also makes careful preparations by preparing learning media. The teacher stated:

“The implementation is different. If we look at the previous learning, where the teacher always gives the point, and the child was given treats by the teacher who is the center, learning like this about this material, the teacher dominates. But if it's differentiated learning, the teacher does have to prepare more. More than the learning media, what can encourage these students to develop their talents or skills related to the learning subject? Indeed, the teacher must exert more effort in preparing learning media, such as PPT and the module.” (Teacher I, script 2, line 179 interview data).

Teachers realize the importance of knowing and preparing for students' needs, interests, and learning levels before learning. In this case, the teacher outlined:

“With the differentiation module, I can finally know that my student is more interested in this learning. We know better what they're capable of and where they're learning. But that's not the point. We still prioritize where they can learn comfortably, and they can learn in that class according to the learning objectives we want. So don't burden students with this demand that you have to create this product.” (Teacher I, script 2, line 194, interview data).

This shows that diagnostic assessments and preparing learning modules and media are very helpful in implementing differentiated learning, which includes differentiated assessment in the independent curriculum. This aims to understand better and adapt learning according to students' needs and interests.

2). Core Activity

a). Teaching Strategies and Teaching Methods

When conducting classroom learning, the teacher uses strategies planned by differentiated learning in English subjects within an Independent Curriculum context. Teacher explained:

“I use cooperative learning because we as teachers know in our class that there are students who are low and intermediate, and there are students who may have more abilities than their friends, so in the group, usually when forming, they do not choose themselves; usually, I have to choose. To make it visible, it is impossible for students who are low in English to be combined with all of them, so I mix them. The strategy for cooperation is like that less able

students can learn from students who cannot.” (Teacher I, script 2, line 250 interview data).

This follows what the teacher has done, namely conducting cognitive diagnostic assessments at the beginning of each topic to determine students' learning styles and needs. Students' learning styles are different from one another. So, differentiated learning in the independent curriculum involves several strategies adjusted to students' interests. Teacher stated:

“Yes, of course. Because we know their needs, we cannot provide inappropriate learning. We are asked how we can process the teaching to make it enjoyable for them.” (Teacher I, script 2, line 218, interview data).

The teaching module implements the independent curriculum in differentiated learning with differentiated content, processes, and products. Teacher explained:

“Differentiated content refers to what students learn. Differentiated learning involves the teacher adjusting the content of learning materials to students' needs, abilities, and interests. Then, the differentiated process relates to how students acquire the techniques, activities, and tasks they use to comprehend that topic. In this situation, the teacher gives learning experiences adjusted to the student's learning style, pace, and degree of preparedness. The last differentiated product refers to the learning outcome or how students demonstrate what they have learned. The teacher allows students to demonstrate their understanding in diverse ways.” (Teacher I, script 2, line 137, interview data).

In addition to knowing the different learning styles of students, the teacher provides appropriate tasks and supports the learning styles and needs of students, which is included in differentiated learning aimed at differentiated assessment. The teacher in the class is only a facilitator. The teacher conveyed:

“Focusing on what they need when we cram them with material or learning they don't know what it's for is useless. So it's lacking when I give them a project, for example, by giving them a text to read and answer questions about it. It is very different when we deliver projects where they can practice these procedures according to their interests and become aware of the steps. There are several things that I can assess, such as their pronunciation, and I can also find out where students' understanding has reached.” (Teacher I, script 2, line 236, interview data).

Learning methods are also essential in differentiated learning, especially in preparing for differentiated assessment of the independent curriculum, because the teacher must create teaching modules with clarity on the learning methods that will be used to achieve learning objectives. The teacher mentioned:

“Sometimes, before giving the lesson, I imagine myself. How do I create learning that people who read are interested and the learning is conveyed finally, I thought and came up with ideas by using what students like, for example, by using comics so they make their comics they draw with Canva, some take pictures from Canva, and some students create themselves like that they have poured their

creativity there so, I want them to be able to develop their learning that is fun and can also be enjoyed by their first-year students.” (Teacher I, script 2, line 291 interview data).

Based on the results of these interviews, technological media is a reasonably frequent option the teacher uses to facilitate learning for every teacher who implements the differentiated assessment of the Independent Curriculum in their school. The teacher emphasized:

“I could say that not all of our learning methods are with LKPD (*lembar kerja peserta didik*) or students are given LKPD (*lembar kerja peserta didik*) and then told to fill in the answers or tests, so they are just doing it with our techniques and adjust to the needs of students we can also combine with board walls or quizzes, one of which is to improve them by using the latest learning media or applications.” (Teacher I, script 2, line 263, interview data).

Although not all learning meetings use technology, the teacher emphasizes that students should always use dictionaries that must be brought to every meeting to trigger students in critical thinking.

The teacher stated:

“First, I ask them not to use the cellphone but to use the dictionary because they want to memorize and then understand the V1, V2, and V3 verb forms. By using the dictionary, they can analyze the sentence structure by knowing what the correct use of the sentence is.” (Teacher I, script 2, line 430, interview data).

3). Evaluation

a). Formative Assessment and Summative Assessment

Based on the interviews, the teacher said that implementing differentiated learning in the independent curriculum involves two types of assessment: formative and summative. The teacher stated: “If it is formative for each topic, there will usually be a test in one semester after the topic is completed. There are three topic units, which means three formative times, and the last one is the summative exam.” (Teacher I, script 2, line 409 interview data). The teacher uses short-term and long-term evaluations to evaluate student progress in different assessment systems. The teacher pinpointed:

“In the short term, the results of the formative evaluation mean that we know the size of the students, and we use this information to improve activities or student understanding that is still lacking. This means that we cannot proceed to the next material if the formative assessment results' evaluation value is not good. If the summative value is later in the form of a long-term relationship, I can use it to determine the report card grade.” (Teacher I, script 2, line 415, interview data).

Based on the interview results, the assessment used in the evaluation is differentiated to evaluate students' abilities in implementing the independent curriculum. Teacher uttered:

“I can see the relationship between the two by looking at the learning profile. I usually invite students to outdoor activities. For example, it could be in LSBF (*laboratorium seni budaya dan film*) or in the park. So, for the learning profile, I emphasize the area of the school environment where they can learn other than in class. I

also classify based on audiovisual, visual, kinesthetic, and auditory, which is done by referring to the differentiated learning material here.” (Teacher I, script 2, line 394, interview data).

Meanwhile, the teacher carries out differentiated assessments based on the needs of students and adjusts them as needed. The teacher said:

“I try to build a comfortable atmosphere with them by joking around and discussing casually so that they don't feel tense with my learning. Because we cannot deny that English is a difficult subject, they are not learning their mother tongue. They are learning a foreign language. I have to build positive interactions where students feel comfortable, but there are still limits. I don't want to create a relationship where the teacher is a friend. The teacher is still a teacher. The students must respect their teacher.” (Teacher I, script 2, 304, interview data).

The school that the researcher studied is one of the driving schools in the city of Banjarmasin. So, the school has the best policy for ensuring that all teaching and learning activities can be implemented in differentiated assessments.

b. The Benefit of Implementation Differentiated Assessment in English Subject within Independent Curriculum

1). Teacher's Benefit

a) Differentiated Learning

The approach to learning through differentiated learning is designed to meet individual students' needs, interests, and learning styles in a diverse classroom. The teacher stated:

“What I do is how we as facilitators in student learning. How do I facilitate students who maybe when narrative text they prefer to read, watch, or perhaps they will listen through the story and there we will give a test or, for example is, LKPD (*lembar kerja peserta didik*).” (Teacher I, script 2, line 211, interview data).

Besides, the teacher also added that this approach aims to create a more appropriate and effective learning experience so that each student can reach their maximum potential. The teacher does not limit student creativity. The teacher said:

“For differentiated learning, I allow students to draw their comics using Canva and do not limit their creativity. I also allow students to make comics of their desired types, such as Shinchon cartoon-style comics.” (Teacher I, script 2, line 223, interview data).

b) Differentiated Assessment System

Knowing students' learning styles and interests makes it easier for the teacher to group students according to their learning styles. The teacher delivers:

“The advantage is that they can learn according to their interests and produce a product according to what they expect and the learning objectives to be achieved. They can compose a narrative text or a recount text based on their own experience so that they

will find different results. I also see the diversity of students and that diversity they pour themselves into the form of learning outcomes according to their abilities and understanding of their learning.” (Teacher I, Script 2, line 317, interview data).

In the meantime, non-cognitive diagnostics help the teacher understand the psychological aspects of students and help them understand their condition. The teacher clarified:

“I give a diagnostic test at the beginning of each lesson on each theme. Anyway, every topic has an initial diagnostic test we can also try to give it again at the end to find out understanding and improvement in learning by providing questions.” (Teacher I, script 2, line 376, interview data).

Besides, understanding students' learning styles helps establish supportive learning and makes it easier to achieve practical learning goals. The teacher pointed out:

“Understanding students' learning styles will certainly make it easier for us to achieve learning goals. For example, I use Snakes and Ladders media in the lesson, and in Snakes and Ladders, there are already several questions that relate to sentences that require the correct conjunctions. So by using the snakes and ladders, besides students having fun, they will also understand how to use these words.” (Teacher I, script 2, line 383, interview data).

As an aside, the Character Survey also recognizes the importance of differentiated assessment in creating relevant and meaningful learning experiences for each student and making students feel supported and facilitated. The teacher stated:

“The point is that when differentiation occurs, the teacher facilitates students' learning of the same topic in differently according to their interests. I think differentiated learning is the most effective way to develop student learning.” (Teacher I, script 2, line 337, interview data).

As a result of the interview data, differentiated assessment positively impacts students and makes it easier for the teacher to implement classroom learning. The teacher explained:

“The positive impact that I get is that they are happier learning because it varies with this learning media and makes me know and model the technique or learning strategy.” (Teacher I, script 1, line 345, interview data).

c) Technological Media

The teacher is well-prepared with the technological media they use, adapting it to the day's lesson. The teacher explained:

“For the technology that I use, perhaps media applications such as World Wall, I usually give short, simple questions related to the material through quizzes so that we can measure and know their understanding of the material before and after being taught.” (Teacher I, script 2, line 437, interview data).

In addition to digital technology, the teacher facilitates students with various learning tools that help support students' diverse learning styles. The teacher conveyed:

“The tools usually use Speakers, microphones, and LCDs. Then, for the media itself, there are snakes, ladders, and Scrabble, and then there are games or posters related to games, but the games still lead to learning.” (Teacher I, script 2, line 366, interview data).

There is a positive impact of using technology that helps in differentiated assessment. The teacher added:

“I found a lot of positive impacts in this learning and assessment. Nowadays, there are so many new things that we can teach them, and they can also learn, especially by using technology applications or others, so I think learning differentiation is easy for them to do.” (Teacher I, script 2, line 330, interview data).

2). Student’s Benefit

The benefits found by the researcher related to students are the differentiated assessment system in differentiated learning.

a) Differentiated Learning

This approach adjusts teaching to each learner's needs and preferences. Using this approach, the teacher and students can have the same aims and perspectives when studying and teaching English to achieve the learning goal. Thus, differentiated learning is required to provide prosperous and inclusive English language education, allowing teacher and students to achieve their learning

objectives. Students feel the benefits of differentiated learning.

GA stated:

“If the learning is according to my wishes, the benefits for me are that by conveying my wishes and the teacher applying them according to the diagnostic test results, I can learn happily and enjoy it.” (GA, script 5, 736, interview data).

b) Differentiated Assessment system

Differentiated assessments offer a promising approach to meeting the needs of diverse students. Students feel an improvement in English proficiency and learning due to the teacher who customize to individual readiness levels, interests, and learning profiles. MA said:

“I feel that the differentiated assessment has improved my learning. Previously, my learning experience in junior high school was inadequate because the teacher focused more on assignments without clear explanations. Now, Ms. Indira explains the material in detail before giving assignments so I can understand it better.” (MA, script 1, line 39, interview data).

Other students added that there was a significant improvement in learning when the teacher used differentiated assessment in learning compared to not using it. HB revealed:

“Of course, I felt a significant improvement in my learning process. For example, my speaking skills have improved, and in junior high school, my understanding of the material was

relatively low, but now I feel more confident.” (HB, script 1, line 33, interview data).

Students also expressed that differentiated assessment can help them identify their strengths and weaknesses in learning. AK stated:

“Of course, it helps us to identify the weaknesses and shortcomings of each person if I am still lacking in listening and the strengths I have been speaking with the listening tasks given. I finally try and want to improve my weaknesses little by little.” (AK, script 3, line 368, interview data).

Another strong reason is that students stated that differentiated assessment helps them to identify weaknesses and strengths in learning. AB noted:

“Yes, it definitely helped me recognize my strengths and weaknesses in learning English. I found that listening is a challenge for me while speaking skills are quite good.” (AB, script 1, line 51, interview data).

The interview results indicated that students had increased their learning by using the methods used in the differentiated assessment class. MR explained:

“It has significantly improved. Initially, I only learned or focused on subjects that I liked, but with this learning, I became fond of learning English, and without realizing it, I became more fond of the subject.” (MR, script 3, line 358, interview data).

There is another convincing argument that the differentiated assessment method enhances learning. AK stated:

“I improved because we were taught to understand all the skills in English, making it easier for me to understand the texts, tenses, and grammar, so learning was more effective than before.” (AK, script 3, line 363, interview data).

c) Technological Media

Technology media is often applied in the classroom, and students enjoy it because it makes learning more interesting and fun. AB claimed:

“The technology used is Google Drive to collect assignments and we also use Canva to help when there are assignments, that require poster editing.” (AB, script 1, line 80, interview data).

When students were interviewed, one stated that there is a significant difference when the teacher utilizes technology in learning instead of not using it. NI declared:

“Then, using YouTube learning as an example of material so that we can easily capture the material and PowerPoint, which is very helpful in the learning process.” (NI, script 1, line 84, interview data).

Another strong reason why students like learning to use technology in differentiated assessment is that MR pointed out:

“Yes, of course, it facilitates learning and working on assignments. For example, when we are assigned to make posters, we use Canva

as our tool to pour our creativity into and then upload it to Instagram, and then through video assignments, we use Capcut as a place to edit the video and upload it to YouTube and use WhatsApp, which makes it easier for us to find out information and as a place to discuss.” (MR, script 3, line 411, interview data). The online platform is also beneficial for students in facilitating the differentiated assessment process. MM stated:

“It is very helpful and greatly facilitates our learning process and assignments. The online platform makes it easier for us to submit assignments and understand the material.” (MM, script 1, line 88, interview data).

B. Discussion

The researcher has conducted qualitative research using the case study method to collect relevant and significant data. This research specifically focuses on identifying the implementation of differentiated assessment in the English subject within the independent curriculum and analyzing how the teacher implements differentiated assessment and the benefits perceived by the teacher and students. In the discussion section, the researcher describes the findings obtained from the data collection and analysis process. This discussion addresses the general and specific research questions formulated within the study's context.

The researcher centered on the following research questions when describing the findings:

1. How does the teacher implement differentiated assessment in English language within the independent curriculum context?
2. What are the benefits of implementing differentiated assessment in English Subject as viewed from the teacher and students perspectives?

Some important themes and categories that surfaced from the data collection and analysis were used as main concepts in linking the research findings with theory and previous research on implementing differentiated assessment in English language learning in the context of the independent curriculum. The following description will discuss each of the research issues highlighted in this study:

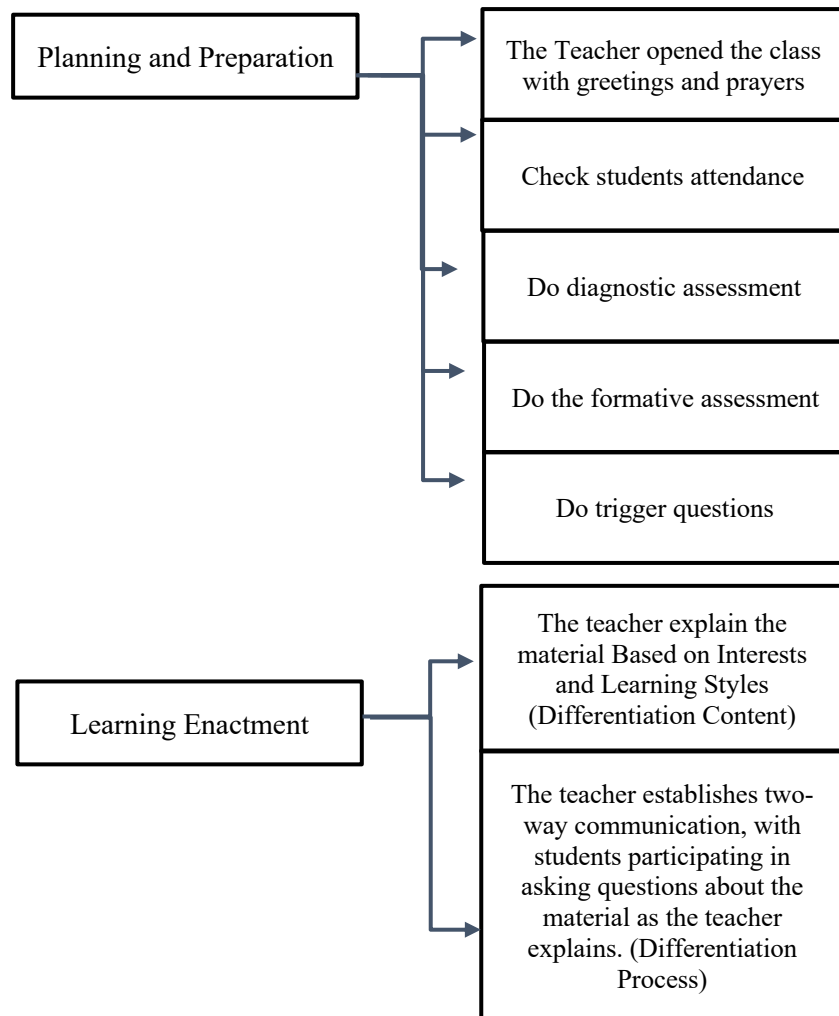
- a. The Implementation of Differentiated Assessment in English Subject within Independent Curriculum

- 1) An Analysis of the Classroom Observation Findings

The role of the Independent Curriculum on differentiated assessment is to improve the previous curriculum by focusing on essential learning materials. This allows the teacher and students to teach according to students' abilities and development. This curriculum also allows the teacher and students to study each topic and subtopic of the curriculum independently (Fauzan et al., 2023).

The data collected in the field from the classroom observations were coded using the source method described by Barlian (2023).

After analyzing the actions of the research participants, three main phases were identified: the planning and preparation phase, the learning enactment phase, and the evaluation phase of implementing differentiated assessment in the English subject within the independent curriculum. The findings of the classroom observations are accurately represented in Figure 4.2.



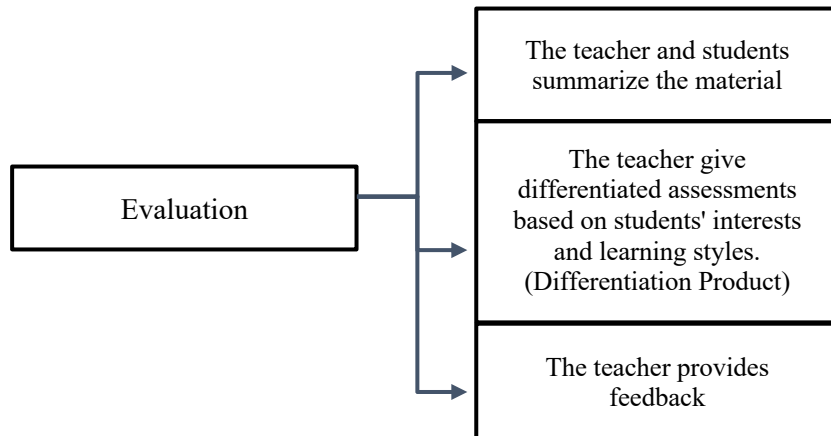


Figure 4.2 Differentiated Assessment Implementation Phase

This study focuses on the teacher's actions from the beginning to the end of the learning session, with the three stages depicted in Figure 4.2. Although the order of the teacher activities may change, the concept remains the same. The teacher, as the implementers of the teaching and learning process in schools, plays an essential role in the success of the implemented curriculum. The teacher must be able to innovate and keep pushing themselves to keep up with the times (Aini, 2023). This study observed that the teacher, starting from the planning and preparation stages of the teaching module, creates an environment that supports the formation of students' non-cognitive aspects. The teacher prepares the classroom and asks questions about students' non-cognitive elements. The next step is the implementation stage of differentiated learning, where the teacher explains the material according to the student's interests and

learning styles that have been prepared and encourages students' participation in the process when learning is taking place. The teacher not only acts as a conveyor of information but also encourages students to think critically and independently.

After that, students perform proof, differentiated assessment, and conclusion. Here, they show the results of their product differentiation project differently and ask their peers for their opinions. After the lesson ends, students make their conclusions while the teacher provides feedback. The final step is for the teacher to evaluate what the students have done by considering their oral responses and behavior during the lesson. This study identified three main phases after analyzing the participants' actions. First is the planning and preparation phase, in which the research participants design the steps and prepare everything necessary before implementing learning, such as differentiated teaching modules. This phase includes mentally preparing the students and the classroom environment. Next is the learning implementation phase, which involves implementing the lesson plan that was prepared previously. Research participants carry out learning activities according to the plan and by students' interests and learning styles, adapt strategies if needed, and ensure the learning process follows the predetermined objectives. Finally,

the substantiation and conclusion phase of differentiated assessment in English subjects within the independent curriculum involves evaluating the learning outcomes, drawing conclusions, and developing differentiated learning based on the experience gained from the assessment used. The integration of these three phases is the primary basis for profoundly understanding the dynamics and effectiveness of differentiated assessment in independent curriculum-based differentiated learning in the context of this study.

a) Planning and Preparation

In the early stages of classroom planning, the teacher prepares not only the psychological conditions of the students but also the classroom conditions to create a classroom atmosphere ready to learn. At this stage, English teacher plan differentiated learning teaching modules by making teaching administration starting from CP (*capaian pembelajaran*), TP (*tujuan pembelajaran*), and ATP (*acuan tujuan pembelajaran*). In addition, the teacher conducts diagnostic assessments to find out students' interests, learning styles, and learning styles so that they can determine the mapping of students and adjust the learning materials and methods used

in class. In addition, the teacher conducts curriculum analyses to determine what materials will be taught in class. The English teacher decided to teach text procedure material at this meeting. In senior high school, assessments are used by the senior high school learning module and the level below. Diagnostic assessments are used to determine students' basic abilities and their initial conditions (Ramadhan, 2023).

In implementing non-cognitive diagnostic assessment in the classroom, the teacher starts the lesson by asking questions related to non-cognitive aspects, such as "Are you ready to learn today?" "Are you ready to receive the material today?" and "How was your weekend?" and "Have you had breakfast?". These questions aim to identify the condition of the students before the learning process begins. The teacher carries out non-cognitive diagnostic assessments to explore knowledge about learners' psychological and socio-emotional well-being, knowledge about activities that take place at home during learning, knowledge about students' family conditions, knowledge about social conditions, background, knowledge of learning styles, and interests of learners. This is in line with Jaki (2024) results regarding the reasons of why non-cognitive diagnostic evaluations are conducted in the

classroom. Non-cognitive diagnostic assessments are generally more extensive than cognitive diagnostic assessments. There are many ways to learn about learners' backgrounds. After performing the non-cognitive diagnostic assessment, educators can adjust the learning design to facilitate the needs of learners in terms of learning style, social-emotional, special needs, and others.

A cognitive diagnostic evaluation can be conducted several times, such as at the beginning of class, when the teacher is explaining the material, or at the end of class, when the teacher is discussing the material. A cognitive diagnostic assessment was conducted to determine the initial ability in the previous phase Wulandari (2023). The research is coherent with the findings that the researcher obtained that teachers conduct cognitive diagnostic assessments one to two times a semester in class when a new topic is about to be learned. This is in line by Wulandari (2023) once the diagnostic assessment has been completed, the teacher will make an appropriate lesson plan. This starts with determining the learning objectives to be achieved. After selecting the objectives, the next step is to determine the type of assessment that will be conducted. The teacher will give each student a

diagnostic test to evaluate their problems and help them overcome challenges and difficulties.

b) Learning Enactment

The teacher uses a student-centred or differentiated learning approach in the independent curriculum. Differential learning considers students' needs based on learning readiness, profile, interests, and talents. Implementing the independent curriculum aims to improve the quality of learning. Learning is intended to be student-centered, considering the individuality and diversity of students' potential, interests, and abilities to make the learning process successful and meaningful for them. The teacher also implements this through *Merdeka Belajar*. This learning program strategy aims to improve the national education system by providing opportunities for schools, teachers, students, and all school resources to create and learn independently and creatively, which can be started by the teacher as the driving force of education (Barlian et al., 2023). This finding aligns with the researcher's observation during the teacher's learning process in the classroom, where the teacher adjusts the learning method by paying attention to

student's needs as an implementation of the independent curriculum approach.

Differentiated learning allows the teacher to interact with students according to their knowledge and preferences, creating a challenging and stimulating learning environment. In practice, the teacher closely monitors students' progress, discovers special learning needs, and adjusts teaching methods. In differentiated learning, the teacher should engage students by capitalizing on their interests and involving them in classroom activities (Syafira Ahmad et al., 2024). Differentiated learning can be applied when the teacher prepares teaching modules using differentiated content. The teacher does this so students can understand the material according to their interests and learning styles. Differentiated processes and assessments are carried out so students can produce the desired products and meet learning objectives. In the implementation stage, the teacher uses four components of differentiated learning: content, process, product, and learning environment. In terms of content, the teacher adjusts the material to students' interests and learning styles according to the diagnostic test results. In the differentiated learning approach, the teacher can change the subject matter

based on students' readiness. Before the lesson starts, self-awareness activities are provided. Once students are ready to learn and show interest, the teacher can provide materials quickly. No quantitative evaluation is given for the activities performed by students. Instead, qualitative evaluations are given through feedback notes that indicate which attitudes, knowledge, and skills students lack and need to improve.

Differentiation strategies involve a learning triangle of the teacher, materials, and students. Each element is necessary to create and support education as a whole. Understanding the relationship between the teacher, students, and subject matter in the classroom is crucial to building a comfortable learning environment and strengthening the learning triangle. Learning, which is different from the content applied in the curriculum, includes the knowledge and skills that students want to achieve after learning. At this stage, the teacher can create innovative lesson plans that include materials matching students' abilities and needs and learning activities that allow all students to participate in the learning process and achieve learning objectives (Wijayanti, 2023). In terms of the process, the teacher conducts the learning process by asking questions related to the material and allowing students to discuss with

their classmates. For some students with a slow learning style, the teacher goes to the student's desk for independent learning. As for students who have fast learning abilities, the teacher provides additional material at a higher level than their friends. The teacher creates a conducive and pleasant learning environment during the learning process. Creating a comfortable environment by arranging students' seating in groups, pairs, and independently.

Regarding products, the teacher asks students to create a procedure text independently and practice it in front of the class. This aims to train students' courage and independence in the classroom. In addition, it can also train students to be more confident. The values of the Pancasila learner profile will be seen in this activity. Students can regularly improve the learning process here. Student interests are related to elements that can attract students' attention, encouraging them to learn more about related learning. Utilizing student interests will help teachers understand what to do and how to engage students. Furthermore, student learning profiles relate to students' learning preferences, their understanding of the material, and the expression of their knowledge.

c) Evaluation

The practice of formative assessment does not only occur at the beginning of the lesson. As the lesson progresses, the teacher regularly tests students' understanding in various ways, such as asking them to describe how to make something, mentioning the materials and tools used when making it, clarifying the material, and so on. Formative assessment is part of a developing or ongoing teaching-learning process because the teacher uses a positive approach and constructive communication techniques to provide continuous guidance and feedback to students regarding their learning process. The feedback provided in formative assessment informs students of their current state of learning and offers opportunities to modify learning during the learning process. Thus, timely, relevant, and supportive feedback can assist the teacher and students in identifying corrective actions to improve learning and contribute to improved learning outcomes. Students find formative assessment useful and enhance learning (Jain et al., n.d.2012).

The teacher uses summative assessments at the end of a learning semester to determine how much students know or remember after completing a series of lessons. This type of evaluation shows the knowledge that students have learned

within a certain period. Unlike formative evaluation, this type of evaluation does not generate feedback. The purpose of summative assessment is to collect scores to measure students' overall knowledge and use this data to create student reports, such as final exams at the end of the school year. Summative assessments can also help evaluate what students have learned during learning. Similar to formative assessments, summative evaluations help the teacher know what students have learned and their progress in their academic lives. Though the importance of the evaluation and various technological tools exist to evaluate students, methods such as questionnaires or exams (Gabriela, 2022). Student learning outcomes are assessed through a carefully implemented assessment system. These results are then reflected in report cards and accessed through various school tools.

Differentiated assessment as learning supports the contemporary idea that students should be responsible for their education while the teacher acts as a facilitator. One of the most significant advantages of assessment as learning is its ability to teach students metacognition as they reflect on their learning, set goals for themselves, understand what they

know and what they don't know, and create strategies to achieve those goals (Noman, 2014). At this stage, the teacher evaluates the products that the students have worked on. Implementing differentiated learning in content, process, and product, as well as the final evaluation, provides continuous feedback. From each differentiated learning process, improvements in the choice of method and content and assessment of learning objectives are continuously made. Student evaluations also provide information that can be used to continue to understand student profiles. Assessment as learning allows students to think critically and create strategies to achieve their academic goals. However, there is no difference between one student's goals and another. Every student in the class is expected to achieve the same learning outcomes even though their background knowledge is different. Based on the research results, this is in line with the application of differentiated assessment in English subjects within the independent curriculum at SMAN 5 Banjarmasin, where the application of differentiated assessment based on an independent curriculum is an independent learning model (free), so the teacher will facilitate students' assignments through assessment by students' interests and learning styles.

b. The Benefit of Implementation Differentiated Assessment in English Subject within Independent Curriculum

1) Differentiated Learning

In the independent learning curriculum, the Ministry of Education and Culture (*KEMENDIKBUD*) actively promotes differentiated learning techniques as a teaching method. Differentiated learning is not new in education instead, it has grown more sophisticated since the concept of independent learning was promoted. Differences in teaching are expected to help students reach their best potential. By using different learning strategies, students have the opportunity to learn in their preferred way and style. This results in successful learning. To recognize and support students' independent learning, the teacher must learn personally through learning to be more varied and effective in supporting students' learning. A differentiated learning strategy is an approach that can help the teacher manage the classroom well. It will allow students to learn differently and make them an essential part of the learning process (Tomlinson, 2014).

The teacher explains the concept of differentiated learning and how it can be applied in the classroom, where each student has different abilities and requires different approaches.

To differentiate effectively in the school, the teacher must understand each student's skills. Experienced students can help intermediate students, who can help students at lower levels. Since students can better understand explanations from their peers, this peer-to-peer teaching can be more effective. Classroom learning conducted by the teacher eliminates teacher-centered and more student-focused learning, focusing only on students' interests and learning styles, making it easier for the teacher and students to achieve learning goals with the teacher who facilitates this because they already know the character of each student. When learning takes place, students do not just sit quietly listening to the teacher's explanation but also actively participate in discussions. Recognition and accommodation of diverse learning styles is part of implementing differentiated learning. Each style requires a different approach, recognizing that one standard may not suit everyone in education. Tomlinson (2001) emphasize that knowing how students have various abilities and interests and how they learn in school is very important. The teacher sees that differentiated learning can ensure that each child learns uniquely, so by doing differentiated learning, the teacher tries to adjust instruction to the unique needs of each student. The

teacher sees differentiated learning as a learning approach focusing on students' needs, differences, and characteristics. This study found that the teacher sees differentiated learning as a learning approach focusing on students' needs, differences, and characteristics. This finding aligns with the researchers' finding that teachers can facilitate students through differentiated learning.

The teacher creates materials, conducts lessons according to the teaching module, and uses engaging learning media during the learning process. The schedule or effective learning count has been set at the beginning of the new school year. Thus, the steps of differentiated learning consist of making LKPD (*lembar kerja peserta didik*) and teaching module media, mapping the needs of students through diagnostic assessment, and evaluating and reflecting on learning. The school provides facilities that support differentiated learning in this case. The teacher can analyze process materials, products, and learning environments. Schools can use differentiated learning processes to liberate students from inequality and encourage them to speak in their preferred way. A differentiated learning pattern will be a curriculum that is not rigid and flexible. The teacher should

prepare some steps to implement differentiated learning for successful learning (Wijayanti, 2023). The research findings support this view by highlighting that the teacher allowing students to be creative during the learning process can increase the ease of understanding and remembering the material. This makes it easier for students to understand the material and shapes the teacher's image as a fun educator for students.

2) Differentiated Assessment System

The implementation of continuous assessment is the basis of differentiated learning. Therefore, the teacher evaluates the learning after class. In the independent curriculum, the evaluation ends with a differentiated assessment, which the teacher designs according to the interests and learning styles of the students. Students are free to create products as a result of differentiated learning. The teacher also facilitates the work of the differentiated assessment products by not limiting student creativity and allowing students to ask questions and consult with the teacher. The teacher will enable students to achieve their learning goals. Different assessments allow the teacher to assist and offer specialized help to students with diverse learning needs. By conducting ongoing formative assessments and analyzing their performance data, the teacher can discover

their students' strengths and weaknesses and adjust their teaching (Tomlinson, 2017). When assessment is over through standardized tests for all students based on a "one-size-fits-all" thought process, the benefits of differentiated teaching are lost. The teacher are used to using standardized tests periodically to assess students and then assigning grades as a measure of their learning level. However, there is much more to consider when conducting assessments. Different assessment methods should be applied in each class for the same reason as using differentiated instruction. Arsyad and Suadiyatno (2024) stated that the teacher can offer additional support and resources through guided reading activities, audiovisual materials, or private tutoring sessions for students with good oral communication skills. Thus, differentiated assessment improves academic progress and achievement and creates a welcoming and inclusive learning environment where every student feels valued and empowered to succeed. The research findings support this view by highlighting that differentiating assessments make it easier for the teacher to evaluate student learning. Students find it easier to understand and remember material in the learning process. This makes it easier for students to understand the material and shapes the teacher's

image as an educational provider who meets students' needs and interests.

3) Technological Media

Improve English learning by using technology to make teaching methods diverse and interactive, such as using a projector and PowerPoint or using preferred technology to aid differentiated learning and assessment processes. Although most students understand the teacher is teaching, many still have difficulties and want to ask questions more often. Students showed confidence in their understanding by teaching their peers. The most enjoyable teaching style emerged as a practicum or discussion, emphasizing hands-on activities and collaboration. Learning is more immersive using visual aids and media technology. This result is from the findings from Aini (2023) that the teacher must consider, reflect, and evaluate the current challenges to avoid losing pace with students in an independent learning curriculum that implements differentiated learning. The teacher must understand the conditions of today's students. Therefore, the teacher needs to have strategies to balance the demands of modern times with character education. They should also have strategies to instill moral principles amidst the development of information technology. Students

emphasized the importance of varied and engaging approaches to lesson understanding and retention and as well as clear instructions and examples. The teacher uses technology as a tool in differentiated assessment, such as YouTube, Canva, Instagram, Google Drive and WhatsApp. This makes it easier for students to discuss and find learning resources. These results are based on the findings from Badrun Kholid (2024) that teacher must remain open to new information to utilize differentiated teaching effectively. This includes innovations in educational strategies and technology.

Technology also helps the teacher make it easier to facilitate tests that support learning and make it more fun, such as using Quiziz and word walls. Besides making it easier for the teacher to use these online platforms, students also find it helpful to work on differentiated assessments to produce optimal products. Using technology, the teacher can assess learning trajectories, collect data on student performance, and provide feedback quickly. Technology-enabled assessment tools can also give students more freedom and flexibility in demonstrating what they have learned, allowing them to participate in interactive and self-paced learning that they can customize. Findings that align with this can be found in

research by Arsyad (2024), which show that learning materials, technology, and supporting facilities are unavailable. The teacher may struggle to implement differentiated assessment methods that require personalized attention and feedback for each student.