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Analysis of teaching at the right level assessment in sixth grade elementary school students

Dyah Triwahyuningtyas[1*], I Ketut Suastika[2], Nyamik Rahayu Sesanti[3], Azamul Fadhly Noor Muhammad[4]
[1,2,3]Elementary Teacher Education, Universitas PGRI Kanjuruhan Malang, Indonesia; dyahtriwahyu@unikama.ac.id (D.T.).
[4]Master of Elementary Education, Universitas PGRI Yogyakarta, Indonesia.

Abstract: This study aims to analyze the implementation of a Teaching at the Right Level (TaRL) assessment through differentiated student worksheets and its effect on student motivation and understanding. Using a descriptive qualitative method, the research involved 28 sixth-grade students in Malang City. Data were collected via observation, interviews, document analysis, and student reflections. The main findings indicate that the TaRL-based assessment significantly enhanced student engagement and motivation in learning. By accommodating students' differing developmental stages—'beginning to develop,' 'developing,' and 'proficient'—teachers could provide more targeted instruction. Students reported feeling more confident and challenged, while teachers found classroom management more effective, despite challenges related to the extra time and effort required to create differentiated materials. Overall, the study concludes that the TaRL approach is effective in creating a positive and productive learning environment. The practical implications suggest a need for teacher training in designing valid diagnostic assessments and for developing a system of flexible student worksheets to reduce their workload. This would support the implementation of a student-centered approach and enhance the quality of inclusive education.

Keywords: *Assessment, Elementary school, Teaching at the right level.*

1. Introduction

Assessment is a systematic process for collecting information about students' abilities and needs. In modern learning, assessment not only serves as a tool for measuring student achievement but also as a means of self-reflection that encourages monitoring, evaluation, and improvement of learning strategies [1]. Authentic assessment enables students to assess themselves and identify their strengths and weaknesses in the learning process [2] thereby serving as an entry point for the development of metacognition, which is the ability of individuals to be aware of and control their thinking processes, including planning, monitoring, and evaluating learning strategies [3]. This concept is an important foundation in shaping independent and effective learners [4] and formative assessment that facilitates self-reflection can strengthen students' metacognitive skills in supporting adaptive and learner-centred 21st-century learning.

The application of assessments that encourage metacognition aligns with the current shift in educational paradigms from teacher-centred instruction to student-centred learning [5]. The student-centred learning model requires active student involvement, emphasises deep understanding, and promotes responsibility in the learning process [6] and has proven effective in developing metacognitive skills through reflective activities [7]. Basic education is an important foundation for literacy and numeracy, so special attention to students' learning abilities is essential [8].

In practice, differences in learning abilities among students in the same class are often significant [9] and are related to metacognitive strategies in solving contextual mathematical problems [10].

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* Correspondence: dyahtriwahyu@unikama.ac.id

Observations at one primary school in Malang City indicate that the use of standardised worksheets reduces students' motivation to learn, while teachers face difficulties in designing diagnostic assessment-based worksheets due to limited knowledge and skills. These challenges become more pronounced when students lack adequate self-monitoring and evaluation skills [11]. Thus, learning achievement disparities are caused by the use of standardised worksheets, teachers' limitations in designing diagnostic worksheets, and students' low self-monitoring skills.

The Teaching at the Right Level (TaRL) approach can be a relevant solution. TaRL emphasises a focus on students' actual abilities, rather than their age or grade level [12] and stresses the importance of diagnostic assessments to group students so that interventions can be tailored to their developmental levels [13]. Learning strategies aligned with metacognitive principles have been proven to enhance the effectiveness of diagnostic assessments in mapping students' abilities [14] In Indonesia, the implementation of TaRL can be realised through the design of differentiated worksheets based on students' ability categories: developing, growing, and proficient.

Previous research has shown that the implementation of TaRL through diagnostic assessments effectively improves student learning outcomes. This approach has been proven in India to improve the performance of primary school children [15] and other research emphasises the importance of learning according to students' actual abilities [13]. Qualitative exploration related to literacy development through TaRL in primary schools has also been conducted [16]. Evaluating the effectiveness of TaRL through adjusting the difficulty level of assessments shows an improvement in student learning outcomes [17] including through web-assisted TaRL, which has been proven to enhance mathematical problem-solving skills compared to conventional methods [18]. International research also emphasises that metacognition-based strategies encourage student independence in managing numeracy learning [10].

Despite previous research, studies specifically evaluating the impact of differentiated worksheets on students' metacognitive skills remain limited. This study presents a different approach by focusing on the analysis of worksheet design as a TaRL assessment tool that directly influences metacognitive skills. Thus, this study contributes new insights into more personalised, adaptive, and effective learning strategies. This study aims to analyse the implementation of TaRL-based assessment through differentiated worksheets in a sixth-grade class at an elementary school in Malang City, while also evaluating the influence of worksheet design on students' motivation and understanding. The research findings are expected to contribute to more personalised and adaptive learning strategies tailored to students' abilities.

2. Research Method

2.1. Type and Approach of Research

This study uses a descriptive method with a qualitative approach. Qualitative research allows for a deeper understanding because it is based on direct data collection, where participants are individuals who experience the social context of the research object directly [19]. This aims to ensure that the data obtained reflects the actual conditions during the implementation of the Teaching at the Right Level (TaRL) assessment for fifth-grade students at one primary school in Malang City, East Java, during the second semester of the 2024/2025 academic year.

2.2. Research Subjects

The research subjects consisted of 28 fifth-grade students in class 5B, with 15 males and 13 females. Based on the initial assessment results, the students were classified into three ability categories: developing, growing, and proficient. This classification was used to adjust the material and difficulty level of the Student Worksheets so that differentiated learning could be implemented effectively.

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2.3. Research Instruments

The researcher served as the primary instrument and implementer of the learning process. The instruments used included a cognitive diagnostic assessment, developed based on the learning outcome indicators for Grade 5 and used to identify students' strengths and weaknesses in terms of knowledge and skills. Based on the assessment results, the researcher designed Student Worksheets (SW) in three different versions according to the students' ability categories. SW A is intended for developing students, containing guided discussion activities with simple structured questions and using concrete contexts. SW B is intended for developing students, containing intermediate-level thinking questions that emphasise conceptual understanding through discussion. Meanwhile, SW C is intended for proficient students, containing problem-solving challenges, advanced concept applications, and in-depth analysis activities conducted in groups.

2.4. Data Collection Techniques

Data was collected through several techniques, including interviews to gather students' experiences during differentiated learning, observations of the learning process, analysis of Student Worksheets to assess students' understanding and thinking skills, and students' reflections on their learning experiences. This approach allows researchers to obtain a comprehensive picture of the effectiveness of TaRL-based differentiated learning.

2.5. Research Procedures

The research procedures were conducted chronologically. First, the researcher conducted an initial assessment using a cognitive diagnostic instrument developed based on the learning achievement indicators for Grade 6 to determine each student's ability level. Second, based on the assessment results, the researcher developed worksheets A, B, and C according to the students' ability categories. Third, differentiated learning was implemented in the classroom under the guidance of the researcher, where students worked on Student Worksheets according to their ability groups. Fourth, data was collected through interviews, observations, worksheet analysis, and student reflections. Fifth, the researcher analysed the data to evaluate the process and outcomes of differentiated learning. Worksheet results were analysed to measure student competency achievement, while interviews, observations, and reflections were used to verify the consistency of findings and ensure the descriptive validity of the data. For clarity, the research diagram is shown below:

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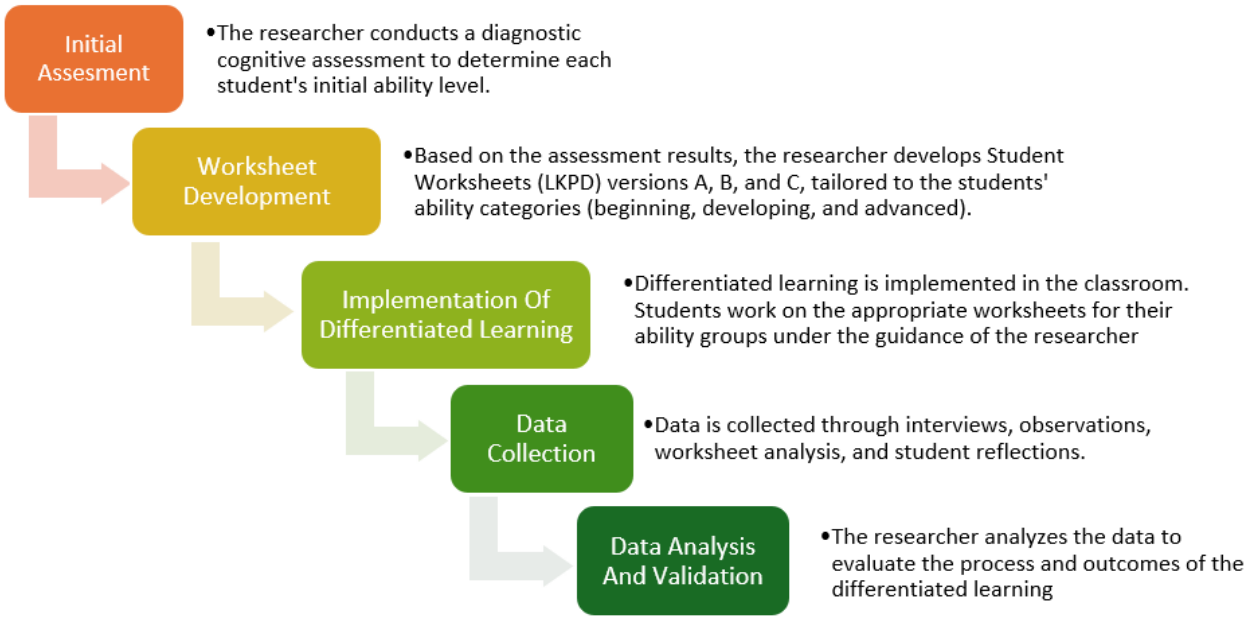

Figure 1.
Research Flow.

3. Result

This section of the research presents empirical findings obtained directly from the implementation of the Teaching at the Right Level (TaRL) approach in grade 6 at SDN Kota Malang. The data presented are the results of direct observation, analysis of Student Worksheets, as well as interviews and reflections with students and teachers. The following is a detailed explanation of the main findings revealed during the research.

3.1. Significant Increase in Student Engagement

One of the most notable findings of this study is the increase in student engagement in the learning process. Careful observations by the researcher showed that students who were previously passive and reluctant to participate when given general questions demonstrated a drastic change in attitude. When they received Student Worksheets tailored to their level of understanding, there was a clear increase in enthusiasm and focus. For example, students from the 'beginning to develop' group, who usually remained silent during question and answer sessions, are now seen actively discussing and trying to solve simple problems in their Student Worksheets. They no longer feel afraid or intimidated by material that is too difficult. Instead, they feel capable and encouraged to participate.

This improvement is not limited to verbal interaction but is also reflected in task completion activities. Higher task completion rates and collaborative efforts within groups are tangible evidence of this change. Students are seen helping each other and sharing ideas to complete worksheets appropriate to their level. This indicates that grouping based on ability creates an environment that supports collaboration, where each individual feels valued and has a contribution to make.

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Figure 2.
Students participate actively in the learning process.

3.2. Ease for Teachers in Providing Appropriate Intervention and Guidance

This finding is based on in-depth interviews with teachers who implemented the TaRL approach. Teachers stated that grouping students based on initial assessments greatly helps in providing targeted interventions. Without grouping, teachers must teach material uniformly, which often makes advanced-level students feel bored because the material is too easy, while developing-level students feel confused and left behind.

With the TaRL approach, teachers can allocate time and resources more efficiently. For example, teachers can focus more on providing personal guidance to the 'beginning' group that needs extra support, without having to repeat explanations that the 'advanced' group has already mastered. Teachers can easily identify gaps in understanding within each group and provide specific explanations or examples to address these issues. This makes the learning process more effective and personalised. Teachers no longer feel like they are 'standardising' their teaching, but rather 'individualising' their approach, which ultimately minimises gaps in understanding within the classroom.

Figure 3.
The teacher delivers learning materials using the TaRL method.

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3.3. Increased Confidence and Self-Appreciation in Students

Through the reflection process, students expressed their feelings about learning with the TaRL approach. These findings were very positive and demonstrated a significant psychological impact. Students from the 'beginning to develop' and "developing" groups felt that the tasks in their Student Worksheets were 'easier to understand' because they were not as difficult as usual. They no longer felt inferior or afraid of making mistakes. The ability to complete the assigned tasks substantially increased their self-confidence. Some students even specifically stated that they felt more confident and proud because they could complete the tasks without needing to copy from their peers.

On the other hand, students with 'proficient' abilities also felt positive effects. They stated that the Student Worksheets, which contained problem-solving challenges and advanced concept applications, was 'fun and challenging.' They felt that their abilities were recognised and valued. These challenges encourage them to think more critically and deeply, far from the boredom they often feel with traditional learning methods. Thus, the TaRL approach successfully creates conditions where every student, regardless of their ability level, feels challenged and valued.

3.4. Challenges in Design and Time Management

Despite the significant positive impact, this study also identified challenges faced by teachers. Teachers acknowledged that developing worksheets in three different versions requires more time and energy. Lesson planning is no longer sufficient with just one version; now teachers must design different materials, questions, and activities for each group. This presents a unique challenge in teachers' time management.

In addition, challenges in managing the dynamics of a heterogeneous class also arise. Although students work in groups, teachers must ensure that each group receives sufficient guidance. Teachers must actively move between groups to monitor progress and provide the necessary support. These challenges indicate that the implementation of TaRL requires commitment, patience, and high classroom management skills from teachers. However, the teachers who were the subjects of this study considered the results obtained, namely increased student engagement and understanding, to be worth the extra effort.

3.5. Improved Learning Outcomes and Strengthened Inclusive Culture

Although this study did not focus on quantitative measurement, teachers reported an improvement in students' formative results, especially among students in the 'developing' category, who began to show significant progress and were approaching the 'proficient' level. This indicates that adjusting the material to the students' ability levels has a positive correlation with their increased understanding.

Additionally, the TaRL approach strengthens an inclusive learning culture. Students no longer mock or compare each other's work because they realise that the tasks they are given are tailored to their individual abilities. This environment reduces unhealthy competitive pressure and fosters mutual respect. Each student becomes more focused on their own learning process rather than others' outcomes. This creates a more supportive and friendly classroom atmosphere where all students feel comfortable and safe to learn.

Overall, these findings convincingly demonstrate that the Teaching at the Right Level (TaRL) approach successfully brings about significant positive changes in the learning process. This implementation not only improves academic outcomes but also strengthens the psychological and social aspects of students, making learning more meaningful and effective.

4. Discussion

This section provides an interpretation, analysis, and synthesis of the research findings previously presented. The discussion aims to explain "why" these results occurred, connect the findings to established theories and prior research, and highlight the practical and theoretical implications of the TaRL approach.

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4.1. Theoretical Relevance and Validation of Findings

The research finding of a significant increase in student engagement is consistent with the core principles of constructivist theory, which posits that learning occurs most effectively when students are actively involved in the process. By providing Student Worksheets that matched their level of understanding, students were no longer passive recipients of information. They transformed into active learners who constructively built their own understanding. This is supported by the research Audah, et al. [20] who also found that grouping students into small groups can increase their engagement. In line with the results of this study, grouping not only facilitates interaction but also creates a sense of psychological safety because students are with peers of similar understanding levels, making them more willing to ask questions and discuss.

Furthermore, the finding that the teacher found it easier to provide intervention is a strong validation of the differentiated instruction model. In traditional teaching, a teacher often struggles to reach every individual because the material is presented uniformly. However, with TaRL, the teacher can identify the specific needs of each group and provide targeted guidance. This concept aligns with the results [5] who concluded that grouping by ability makes it easier for teachers to provide targeted interventions. This shows that teaching effectiveness depends not only on the quality of the material but also on the teacher's ability to adapt their teaching methods to the student profiles.

4.2. Psychological Impact on Students

This study's findings do not only show improvements in cognitive aspects but also a positive impact on the psychological well-being of the students. The increase in self-confidence felt by students, especially from the "developing" group, is evidence that small successes can build a strong foundation for long-term learning motivation. When students can complete tasks without cheating, they experience the internalization of self-belief that they are capable. This is crucial for reducing learning anxiety and increasing autonomy.

This phenomenon aligns with the findings [21] who confirmed that TaRL can boost students' self-confidence and motivation because they can learn at a level that matches their ability. Feeling "recognized" and "valued" for their abilities, both for the "advanced" and "beginning" students, creates a positive learning environment. Advanced students feel challenged, while others feel supported, so no one feels left behind or looked down upon.

4.3. Implementation Challenges and Solutions

While showing very positive results, this study also identified the challenges of time and energy needed by the teacher to design differentiated learning materials. This obstacle is a real challenge in implementing TaRL, especially in an educational system that often demands a high workload from teachers. This finding is consistent with the research Syafa'ah, et al. [22] which also noted that designing a TaRL-aligned lesson plan takes a considerable amount of time.

However, this challenge is not a barrier. The implication is the need for systemic support from the school and education authorities. Schools should provide teachers with sufficient time to collaborate on material development, or even provide resources (e.g., a digital bank of differentiated questions or Student Worksheets) that teachers can access. This can reduce the teacher's workload without sacrificing the quality of instruction.

4.4. Connection to Improved Learning Outcomes and Inclusive Culture

The finding of an increase in formative assessment results, even though the study did not focus on quantitative measurements, provides a strong indication that the TaRL approach positively correlates with learning outcomes. This improvement, especially for students who were previously in the "developing" category, shows that the right intervention at the right level can quickly bridge understanding gaps. This result is strengthened by the research Magfirah, et al. [23] which found a significant increase in students' learning outcomes after implementing a similar approach.

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Beyond academic results, the reinforcement of an inclusive learning culture is one of the most important impacts of TaRL. By eliminating unhealthy comparisons among students, this approach teaches that every individual has their own learning journey. This aligns with the view Auliyah [24] who stated that teachers must act as facilitators to create an inclusive learning atmosphere. TaRL practically embodies this concept by providing different tasks for different abilities, allowing each student to focus on their personal progress, not on the achievements of others. This creates a healthy learning ecosystem where every student feels valued, regardless of their proficiency level.

Overall, this discussion confirms that the Teaching at the Right Level approach is not just a teaching method but a student-centered educational philosophy. This approach effectively addresses classroom heterogeneity, enhances student engagement and confidence, and facilitates more effective teacher intervention. While there are challenges in its implementation, the benefits obtained are far greater, making it a highly relevant model for improving the quality of education.

5. Conclusion

This study demonstrates that a Teaching at the Right Level (TaRL) based assessment, implemented through differentiated Student Worksheets, is effective in increasing student engagement and motivation in learning. By accommodating the varied developmental stages of students (beginning, developing, and advanced), teachers are able to provide more targeted and effective instruction. Although challenges were observed in designing the Student Worksheets and managing the classroom, the benefits of this approach were proven to outweigh the difficulties. The findings indicate that by meeting students at their individual learning levels, the TaRL approach creates a more positive and productive learning environment. Students are more confident and willing to participate because the tasks are appropriately challenging, not overwhelming.

This personalized approach not only improves academic outcomes but also fosters a growth mindset, where every student feels valued for their unique progress. Based on the findings, this study recommends the following: (1) provide training for teachers on how to design valid diagnostic assessments. These assessments are crucial for accurately mapping students' initial abilities and forming appropriate learning groups; (2) develop a system of flexible Student Worksheets that can be easily adapted to the results of initial student assessments. This would help reduce the significant time and energy teachers spend on creating differentiated materials from scratch. This approach holds great potential for improving the quality of inclusive and meaningful learning in elementary schools. It shifts the focus from a one-size-fits-all model to a student-centered approach that truly supports every learner's needs.

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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