

AN UNDERGRADUATE THESIS

**THE IMPLEMENTATION OF DIFFERENTIATED ENGLISH
LEARNING IN THE INDEPENDENT CURRICULUM AT SMAN 1
PAMBOANG**



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APPROVAL SHEET

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STATEMENT OF WORK ORIGINALITY

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Hereby states that the thesis is her original work and has never been submitted for an undergraduate degree in a higher school, and as far I am concern in this thesis no work or opinion has been written or published by others except has been referred explicitly in this document and listed in the bibliography.

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ABSTRAK

NUR ALISAH: Penerapan Pembelajaran Bahasa Inggris berdiferensiasi pada Kurikulum Merdeka di SMAN 1 Pamboang. **Skripsi. Majene: Fakultas Keguruan dan Ilmu pendidikan, Universitas Sulawesi Barat.**

Penelitian ini bertujuan untuk mengeksplorasi implementasi pembelajaran berdiferensiasi dalam mata pelajaran Bahasa Inggris pada Kurikulum Merdeka di SMAN 1 Pamboang. Fokus penelitian ini mencakup proses implementasi, faktor pendukung dan penghambat, serta relevansi pembelajaran berdiferensiasi dengan Kurikulum Merdeka. Penelitian ini menggunakan metode kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa implementasi pembelajaran berdiferensiasi dilakukan melalui tiga tahap utama: perencanaan, pelaksanaan, dan evaluasi. Pada tahap perencanaan, guru melakukan asesmen diagnostik untuk mengidentifikasi kebutuhan belajar siswa. Tahap pelaksanaan melibatkan diferensiasi pada aspek konten, proses, dan produk, di mana guru menggunakan berbagai strategi pembelajaran yang disesuaikan dengan kemampuan dan gaya belajar siswa. Evaluasi dilakukan secara holistik untuk mengukur hasil belajar siswa baik secara individu maupun kelompok. Faktor pendukung dalam implementasi ini meliputi lingkungan sekolah yang kondusif, dukungan dari kepala sekolah, guru dan fasilitas yang memadai. Beberapa faktor penghambat seperti beban administratif guru, keterbatasan media pembelajaran berbasis teknologi, serta motivasi belajar siswa yang beragam. Pembelajaran berdiferensiasi terbukti relevan dengan Kurikulum Merdeka karena memberikan kebebasan belajar yang sesuai dengan potensi, minat, dan bakat siswa.

Kata Kunci: Pembelajaran berdiferensiasi, Bahasa Inggris, Kurikulum Merdeka, SMAN 1 Pamboang, pendidikan inklusif.

ABSTRACT

NUR ALISAH: The Implementation of Differentiated English Learning in The Independent Curriculum at SMAN 1 Pamboang. **Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, University of Sulawesi Barat.**

This study aims to explore the implementation of differentiated learning in English subjects within the Independent Curriculum at SMAN 1 Pamboang. The focus of this research includes the implementation process, supporting and inhibiting factors, and the relevance of differentiated learning to the Independent Curriculum. This qualitative descriptive study employs data collection techniques through observation, interviews, and documentation. The result that the implementation of differentiated learning is conducted in three main stages: planning, implementation, and evaluation. In the planning stage, teachers conduct diagnostic assessments to identify students' learning needs. The implementation stage involves differentiation in content, process, and product, where teachers apply various teaching strategies tailored to students' abilities and learning styles. The evaluation is carried out holistically to assess student learning outcomes both individually and in groups. Supporting factors in this implementation include a conducive school environment, support from the principal, teachers and adequate facilities. Some inhibiting factors include the administrative burden on teachers, limited technology-based learning media, and diverse student learning motivations. Differentiated learning proves to be relevant to Merdeka Curriculum as it provides freedom to learn according to students' potential, interests and talents.

Keywords: differentiated learning, English, Independent Curriculum, SMAN 1 Pamboang, inclusive education.

CHAPTER I

INTRODUCTION

A. Background

In recent years, the curriculum in Indonesia has undergone several developments. One of the more recent changes is the introduction of the Independent Curriculum (*Kurikulum Merdeka*) in 2021, which includes various learning approaches, such as differentiated learning. According to Marlina, (2019), the focus of differentiated learning is on how teachers respond to the strengths and needs of their students. Differentiated learning is rarely used by teachers in the learning process, but the novelty of new independent curriculum systems is gradually being introduced at the high school level.

In the context of education, differentiation involves structuring lessons, teaching strategies, and assessments designed to ensure that all students, regardless of their differences, have an equal opportunity to learn and achieve optimal results. Differentiated learning is not new to education, but not many educators use this approach in learning activities. Ideally, learning is developed based on teacher and student activities. Brevik et al., (2018), concluded that in-service teachers are aware of the importance of differentiated but lack confidence in applying it. The importance of teacher education to train future teachers to differentiate effectively. The diverse composition of students in each class will certainly have different interests in achieving learning goals.

The implementation of independent learning in Majene, especially at SMAN 1 Pamboang, has been implemented in 2021 with the hope of creating an inclusive and engaging learning environment for all students, regardless of learning style, background or academic ability. Differentiated learning involves the use of a variety of teaching strategies, materials, and assessments to accommodate the diverse needs of students.

English language teaching has become an important part of the education curriculum in Indonesia, as an effort to improve the quality

of students, especially English as an international language. There are still some challenges to be faced. One of the biggest challenges is the need to educate English language skills. The need for teaching talent leads to the need for students' ability to acquire and use English well. Supported by Maruão, (2020), good and correct English learning must be supported by qualified human resources. In this regard, the Ministry of Education continues to improve the quality of English language teaching throughout the country by improving teacher skills and providing more access to learning resources. Teachers play an important role in the process of knowledge transmission. The responsibility is to provide stimulation to students to realize their maximum potential Herwina, (2021). There are many students learning English but in fact, not all of them reach the expected level of proficiency. So the differentiated learning process is needed in English language learning because it is caused by several factors, namely the lack of practice. Although this topic has been extensively studied before, through observation and preliminary interviews with English teachers at SMAN 1 Pamboang indicated that the differentiated learning model approach still needs further attention and evaluation. The researcher is interest in exploring the implementation of English learning differentiated in the independent curriculum at SMAN 1 Pamboang.

This research limited to the implementation of English language learning in the independent curriculum in this case the tenth grade of high school. Differentiated learning is limited to content, process, and product aspects at SMAN 1 Pamboang.

B. Problem Identification

The data obtained by the researcher is the result of initial observation by English teacher at SMAN 1 Pamboang. Although differentiated learning is implemented intensively in the school, there are still many schools that do not actually emphasize differentiated learning. The researcher is interested in exploring the implementation of differentiated learning in independent curriculum English classes.

1. Teachers find difficulties when implementing differentiated English learning in the independent curriculum.
2. English teachers find it difficult to utilize the available facilities and infrastructure when implementing learning media, especially learning that involves active technology in the classroom.
3. Lack of student awareness and motivation in implementing differentiated English learning on the independent curriculum.

C. Research Question

1. How is the implementation process of differentiated English learning at SMAN 1 Pamboang?
2. What are the supporting and inhibiting factors for the implementation of differentiated English learning in the independent curriculum?
3. How is differentiated learning relevant to the independent curriculum at SMAN 1 Pamboang?

D. Research Purpose

1. To find out the implementation process of differentiated English learning at SMAN 1 Pamboang is conducted.
2. To find out the supporting and inhibiting factors of the implementation of differentiated English learning in the independent curriculum.
3. To find out the relevance differentiated learning with the independent curriculum at SMAN 1 Pamboang.

E. Research Benefits

The findings of this study are expected to be useful both theoretically and practically. Theoretically, the findings of this study are expected to be used as materials to evaluate the use of differentiated English in the independent curriculum. In addition, this research is expected to help the readers to find the implementation of differentiated English in the independent curriculum. In terms of practically, the findings of this study are expected to help researcher in explaining the implementation of differentiated English in an independent curriculum.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

Related research aims to avoid similarities with previous research. So in this case the researcher includes the results of related research such as:

Barlian et al. (2023), this research is entitled *"Implementasi Pembelajaran Diferensiasi Kurikulum Merdeka Mata Pelajaran Bahasa Inggris"*. The researcher wants to find out how the introduction of differentiated learning works in the English curriculum of independent junior high schools. The method used is descriptive qualitative method. The results of this study show that the introduction of differentiated learning in the English independent curriculum can be successfully achieved by considering four elements: content, process, product, and learning environment.

Ristiyati et al. (2023), this research entitled *"Differentiated Instruction in Indonesian Private Kindergartens: Challenges in Implementing an Independent Curriculum"*. This study employs a qualitative case study design to capture the phenomenon in its entirety and context by gathering data directly from the persons under examination. This study uses pedagogical, sociological, managerial, and theological data collection methods. This study was conducted out in Aisyiyah Kindergarten in Sukorejo, Indonesia. The findings of this study show that differentiated learning at Aisyiyah Kindergarten is effective, with evidence of students feeling more secure and comfortable in the learning environment and a positive response from the community.

Mustopiyah, (2024), this research examines the *"Implementasi Model Pembelajaran Berdiferensiasi Pada Mata Pelajaran Pendidikan Agama Islam Dalam Kurikulum Merdeka Belajar Di SDN Gaji 1 Demak"*. The goal of this study is to determine the implementation of differentiated learning models in Islamic religious education subjects in the autonomous learning curriculum at SDN Gaji 1 Demak, as well as the factors that support and hinder this implementation. This sort of research is descriptive

qualitative, with data gathering methods including observation, interviews, and documentation, as well as reduction, presentation, and conclusion drawing. The study's findings show that implementing a differentiated learning model in Islamic Education subjects in the autonomous learning curriculum at SDN Gaji 1 Demak works well when three differentiated learning model techniques are used, namely content, process, and product.

The three studies mentioned above differ from this one in that the researcher will also investigate the relevance of English learning in the independent curriculum and will be confined to content, process, and product differentiated. This study will also differ in terms of location, school level, data gathering, and subjects to be investigated. So, the goal of this study is to determine how differentiated English learning is implemented at SMAN 1 Pamboang, what factors support and inhibit the implementation of differentiated English learning on independent curriculum, and whether differentiated learning is relevant to the independent learning curriculum.

These three journals have the same scope, namely the implementation of differentiated learning in an independent curriculum, where students are given freedom in learning. In terms of distinction in this study, it is divided into 3, namely content, process and product.

B. Theoretical Framework

1. Implementation

1.a. Definition of Implementation

According to Fullan Putri, (2022), implementation is the process of realizing a new idea, program, or set of actions in the hope that others will accept and adapt. In line with Guntur Setiawan Murtaqiyah, (2023), implementation is a process or activity used to transfer ideas, projects, or expectations to be implemented in accordance with the program.

It can be concluded that implementation is a critical step that connects the planning or formulation stage with realization or real application in the field. Its implementation requires careful planning, resource management, and close monitoring in order to successfully achieve the ultimate goal.

1.b. Implementation Process

The implementation process is the step of the project life cycle in which the plans developed during the planning stage are translated into concrete actions. It entails the execution of various activities aimed at achieving the project objectives.

Some common steps in the implementation stage:

- a) Preparation and Design
- b) Implementation of Activities
- c) Reporting and Documentation
- d) Assessment and evaluation
- e) Completion and Closure

1.c. Implementation Goals

- a) To carry out a well-thought-out plan, either alone or in a group.
- b) To test and document techniques for implementing strategies or policies.
- c) To achieve the objectives outlined in the plan or policy design.
- d) Assessing the ability of society to effectively implement plans and regulations.
- e) Evaluate the effectiveness of programs or plans aimed at improving quality.

2. Differentiated Learning

2.a. Defenition of Differentiated Learning

Differentiated learning is a learning method that enables teachers to account for individual student variances in the learning process. Differentiated learning entails employing a wide range of learning approaches and procedures tailored to the requirements and interests of pupils. Differentiated is broadly characterized, for example, by Tomlinson as tailoring instruction to meet individual needs, but the literature contains other definitions, both broad and limited (Roiha & Polso, 2021).

According to Puspitasari et al., (2020), differentiated can be used to address issues connected to the diversity of students' skills in the classroom, such as creating a comfortable learning atmosphere, speaking practice, collaborative learning, and selecting teaching resources and learning processes.

According to Santos et al., (2018), the benefits of a differentiated learning approach include: promoting the development of creative elements, significantly reducing error rates, learning promotes differentiated adaptation based on expertise, and differentiated learning appears to support behavioral regularities. Recently, Gray (2020), revealed that a differential learning strategy has been devised to encourage self-organization.

2.b. The Learning Stage of Differentiated

a) Early Stage

The differentiated learning stage refers to the process in which the teacher structures his or her teaching to meet the different needs and learning styles of each student in the class.

The steps that schools can take are to prepare teachers to be able to fulfill the following roles:

(1) Pre-Assessment

Before starting teaching, teachers need to identify students' ability levels, interests and learning styles. The goal is to understand the unique needs of each student. Pre-assessment is indispensable for mapping the learning process. Pre assessment can be done through various means such as diagnostic tests, questionnaires, interviews, or observations.

(2) Design of Learning

After conducting pre-assessment, teachers must understand the curriculum and then determine indicators of achieving learning objectives. With learning indicators, teachers can plan more effective and targeted learning activities.

(3) Learning Facilitators

Teachers must be able to facilitate students' learning, which requires self-reflection. Teachers must facilitate communication and pleasant learning in order for pupils to develop independence, self- confidence, and the potential that resides inside them. Capable of guiding students to greater

comprehension in both group and individual situations, by asking guidance questions and listening to pupils. Teachers can organize and conduct productive lessons by including processes and routines that allow for flexibility while maintaining a clear framework, ensuring that the lesson runs smoothly even when several activities are going place (Usman et al., 2022).

(4) Motivator

Teachers who act as motivators can help students overcome these barriers by providing support and appropriate solutions. To be an effective motivator, teachers need to have empathy by understanding students' needs and feelings. Be creative by demonstrating innovative learning methods and strategies.

b) Implementation Stage

In the implementation of differentiated learning, a series of structured, interrelated and iterative processes are carried out, resulting in a cyclical process.

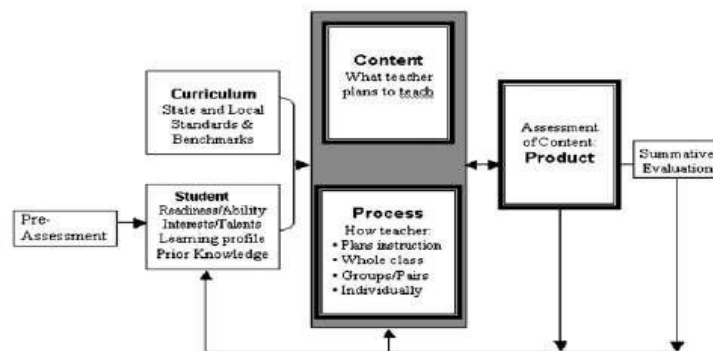


Figure 2.1 The learning cycle of differentiated instruction. Source:

Oaksford and Jones (2001) in Othman et al. (2016, p. 127).

(1) Diagnostic assessment

As the chart above shows, the differentiated learning process starts with pre-assessment using diagnostic assessment. Diagnostic assessment is the foundation of differentiated learning, but often teachers do not do it in the learning process. Sayekti, (2022) argues that only a few teachers master the preparation of diagnostic assessment instruments. Assessment is too focused on assessing the achievement

of learning outcomes that are more summative in nature, such as final exams or formative tests that assess student understanding after the learning process is complete. In fact, diagnostic assessment has an important role in understanding students' initial abilities, identifying their strengths and weaknesses, and adjusting learning strategies to suit students' individual needs. Ardiansyah et al., (2023), stated that the results of diagnostic assessments can serve as a starting point for teachers to develop learning activities that are tailored to the characteristics and needs of the students.

By conducting diagnostic assessments, teachers can design more targeted interventions, such as providing additional challenges for students who understand the material quickly or providing additional guidance for students who need more help. In addition, diagnostic assessments can also help in monitoring students' development more holistically, not only based on the end result but also their learning process.

Therefore, it is important for the education system and educators to further integrate diagnostic assessments in daily learning practices. As a result, education can become more inclusive and tailored to the unique needs of each student. The essential examinations comprise both cognitive and non-cognitive components in order to identify the learner's overall profile. Cognitive evaluation examines pupils' intellectual and academic aptitude. It encompasses the assessment of mental abilities, comprehension, and knowledge, which can be accomplished through various tests and tasks. Cognitive evaluation, like diagnostic assessment, seeks to identify kids' intellectual strengths and deficiencies so that teachers can arrange appropriate interventions. Cognitive diagnostic evaluation seeks to provide information relating to basic knowledge and abilities of students, specifically to provide information for teachers to design learning according to the needs of students Sugiarto et al., (2023). Meanwhile, non-cognitive assessment focuses on aspects that are not

directly related to academic ability but are important for the overall development of students. These include attitudes, values, motivation, social skills and character. In line with that, Kasman & Lubis, (2022), argue that the goal of non-cognitive diagnostic assessment is to display learner profiles in the form of background and initial skills in order to develop learning that is tailored to learners' interests, talents, learning styles, and everyday circumstances.

The explanation above leads to the conclusion that by combining cognitive and non-cognitive assessments in diagnostic assessments, educators can develop more holistic and effective learning strategies that focus not only on academic abilities but also on students' emotional, social, and motivational aspects. This creates a learning atmosphere that promotes students' overall development, both as individuals and learners.

(2) Curriculum Analysis

In conjunction with diagnostic assessment, curriculum analysis is also indispensable. By conducting an in-depth and structured curriculum analysis, schools can ensure that every student gets a fair chance to reach his or her full potential.

Schools choose the curriculum to be used in accordance with the formulation of learning objectives, including; national curriculum, curriculum in special conditions, or independent curriculum, by adjusting the results of the diagnosis assessment with the Kompetensi Inti (KI) and Kompetensi Dasar (KD) of the selected curriculum.

The steps in this stage are:

- (a) Ensuring the alignment of the Curriculum with the Learning Objectives based on the results of the diagnostic assessment.
- (b) Ensure that the content of the learning materials is relevant and appropriate to students' needs.
- (c) Identifying parts of the curriculum that may need to be updated or adjusted to better support the development of students'

abilities.

- (d) Make a map of the basic competencies that students must master at each level of education.
 - (e) Evaluate teaching methods and learning resources
 - (f) Identify gaps between students' abilities and curriculum standards and determine which areas need improvement or adjustment to be more effective.
 - (g) Develop an action plan to address the weaknesses found in the curriculum analysis.
 - (h) Plan appropriate interventions, such as remedial programs, additional learning, or different teaching methods to help students who are falling behind.
 - (i) Involve teachers, parents and other interested parties in the curriculum analysis process.
- (3) Integration of Diagnostic Assessment and Curriculum Analysis
- (a) Content

After conducting the two stages above, the next step is the implementation of content differentiated learning practices including materials and teaching materials. The material in question is the theme that will be selected based on the interests of students, the breadth of learning needed, and the level of difficulty of the material provided based on their literacy, numeracy, and mastery of knowledge. While teaching materials that are in accordance with the grouping include printed teaching materials, technology-based teaching materials and teaching materials that will be used for practice or projects Teachers need to adjust teaching materials and learning activities based on students' abilities, interests, learning styles, and special needs.

Examples of differentiated in the content component are:

- (1) Using reading materials at various readability levels.
- (2) Providing teaching materials on cassettes.
- (3) Using vocabulary lists to determine students' level of readiness.

- (4) Presenting ideas through auditory and visual means.
- (5) Using reading buddies.
- (6) Using small groups to reteach ideas or skills to students who are having difficulty, as well as extending the thinking or skills of learners who have mastered them.

(b) Process

Process is an approach in education that aims to customize the learning process to suit the needs, interests and learning styles of each student. According to (Kamal, 2021), process differentiated is the activity of students in gaining knowledge, understanding and skills based on the content to be learned.

Examples of differentiated in process components are:

- (1) Using tiered activities, all students work with the same understanding and skills and proceed with varying levels of support, challenge and complexity.
- (2) Providing centers of interest that encourage students to explore.
- (3) Developing a personal agenda (a list of tasks written by the teacher) to be completed during a set time.
- (4) Offering other direct support for students in need.
- (5) Varying the time allowed for students to complete tasks.

(c) Product

Differentiated learning products are usually used at a later stage in the production cycle. Teachers use diagnostic assessments and curriculum analysis to customize learning products for each unit of study or semester. Product differentiated is a summative assessment of learning outcomes. Teachers can conduct a thorough evaluation of students' competencies and achievement of learning objectives by selecting questions that match students' profiles and needs, product differentiated allows students to enhance their learning experience with real-world context and relevance. This ensures students' understanding is in line with the set learning objectives. Learning objectives have been selected.

c) Evaluation Stage

After implementation, the next stage is evaluation. Evaluation is an assessment process to understand the extent to which teachers are successful in implementing differentiated strategies in the classroom. This stage of evaluation is important to evaluate teaching effectiveness and help teachers improve their practice.

According to Ms, (2023), in a cycle of differentiated learning process, three types of learning assessment are applied, namely:

- 1) *Assessment for learning* - Assessment takes place during the learning process and usually serves as a basis for improving the teaching and learning process. It serves as formative assessment. It is often called continuous assessment.
- 2) *Assessment of learning* - Assessment that is carried out after the learning process is complete. Serves as a summative assessment.
- 3) *Assessment as learning* - Assessment as a learning process and actively involves students in the assessment activity. It can also function as a formative assessment.

Through this evaluation stage, teachers can ensure that learning differentiated is not only a concept, but also an effective practice to meet the needs of diverse students in the classroom.

2.c. Differences between Differentiated and Traditional Learning

| No. | Traditional classroom | Differentiated classroom |
|-----|---|---|
| 1. | Student differences are considered a problem | Student differences are addressed as a basis for planning |
| 2. | Assessment is done at the end of the lesson to find out who has mastered the material | Assessment is continuous, and assessments are done to understand how to design learning to be more responsive |
| 3. | Accentuates intellectual intelligence | Recognizes multiple intelligences |
| 4. | There is only one definition of excellence | Excellence is measured by individual growth and development |

| | | |
|-----|--|--|
| 5. | Students' interests are rarely considered | Students are often guided to make learning choices based on interests |
| 6. | Student learning profiles are rarely considered | Multiple learning profile views provided |
| 7. | Learning dominates the whole class | Using multiple learning settings |
| 8. | Materials and curriculum cover all learning | Learning is based on students' readiness, interest and learning profile |
| 9. | Mastery of materials and skills is the focus of learning | The use of essential skills to understand key concepts and principles is the focus of learning |
| 10. | Single choice rule is the norm | Multi-option assignments are often used |
| 11. | Inflexible time | Flexible time based on student needs |
| 12. | Events, ideas that occur in the classroom are interpreted singularly | Varied perspectives on ideas and events |
| 13. | Teachers who solve problems | Students help other students and the teacher solve problems |
| 14. | Teachers who set assessment standards for the whole class | Students work together with the teacher to achieve a common goal |
| 15. | Assessments are conducted singly | Assessment is done in various ways |

Table 2.2 Table Differences between Differentiated and Traditional Learning. Source: Marlina (2019, p. 9).

2.d. Components of Differentiated Learning

According to Marlina, (2019), differentiated learning includes

- 1) content differentiated; 2) process differentiated; 3) product differentiated; 4) learning environment.

a. Content Differentiated

Educators teach students content, often known as teaching

materials. Content can be tailored to students' readiness, interests, learning styles, or a combination of the three. Teachers must create instructional materials that are suited for their students' requirements. Supported by Tomlinson et al., (2019), that differentiated is a philosophy that guides teachers in making decisions regarding student needs and curriculum requirements, which stem from teacher-student collaboration and are conducive to the learning environment.

b. Process Differentiated

The term "process" relates to how students absorb information and generate thoughts about what they are learning, as well as their activities in obtaining knowledge and skills based on the topic to be taught Irawati et al., (2022). When differentiating processes, educators maintain the learning objectives but decide on the approach, timing, form and amount of support, skills and content required (Tomlinson et al., 2019).

Process differentiated can be done by:

- 1) Utilize tiered activities.
- 2) Providing guiding questions or tasks to solve in the corner of interest.
- 3) Create customized agendas for students, including to-do lists and varying task completion times.
- 4) Develop diverse activities.

c. Product Differentiated

A product is a work or performance that pupils must present to us (essay, speech, recording, diagram), or something with a form. Teachers frequently identify products, rather than processes or content, restricting students' access to key core knowledge and overall comprehension (Ismajli et al., 2018).

The products provided include 2 things:

- 1) Provide challenge and diversity or variety
- 2) Give students a choice of how they can express their desired

learning.

d. Differentiated Learning Environment

The learning environment includes the individual, social and physical framework of the classroom. The learning environment should also match students' willingness, interest and learning profile, to ensure that they have a high motivation to learn. As a result, students can learn in large or small groups of varying sizes, as well as working alone or with others. Groups can also be formed based on comparable student interests, varying levels of preparation, or similarities in learning objectives.

Examples of differentiated in the learning environment component are:

- (1) Providing quiet and distraction-free work areas in the classroom, as well as collaborative areas for pupils.
- (2) Providing resources that represent other civilizations.
- (3) Setting clear guidelines for autonomous work that are appropriate for students' requirements.
- (4) Establishing practices that allow kids to seek assistance when teachers are preoccupied with other students and cannot assist them immediately.
- (5) Assisting pupils in understanding that some students study better by moving around, while others like to sit quietly.

2.e. Supporting and inhibiting Factors for Implementing Differentiated Learning in the Independent Curriculum

a. Supporting Factors for the Implementation of Differentiated Learning in The Independent Curriculum

1) Natural Factors

The main factor that supports differentiated learning is the natural environment at SMAN 1 Pamboang, the location of the school away from the city so that students can be very calm and comfortable when learning. The abundance of resources that can be used. This provides an opportunity for SMAN 1

Pamboang to implement more effective differentiated learning, by providing a variety of resources and conditions that enable learning in a more practical and contextualized way, which can be tailored to students' interests and learning styles.

2) Environmental Factors

Human resources, including principals, teachers, students, parents, community and religious leaders, and the government, play a very important role. Religious and community leaders, as well as government officials. The mentioned leaders make significant contributions to education, particularly school-based learning. Principals play an important role in facilitating varied learning.

3) Facilities and infrastructures

The availability of facilities and infrastructure such as LCD devices, computers, and speakers in schools already exists although the number is still limited. It is important to optimize the use of these tools in order to support the learning process optimally.

b. Inhibiting factors The Implementation of Differentiated Learning in The Independent Curriculum

1) Learner-related factors

Learners are the main component in the learning process and the teacher acts as a facilitator. Factors related to learners are intelligence, interest, talent, motivation, maturity, and readiness to learn.

2) Teacher-related factors

(a) Material mastery problem

Teachers' mastery of the material is less influenced by inadequate education and training, thus causing learning to be inefficient. Supported by Pianda, (2018), as a educator must ace the fabric to be instructed and created, within the sense of expanding their capacity in terms of information,

since this will significantly decide the learning results that will be gotten and accomplished by understudies.

(b) Classroom mastery issues

Teacher mastery in classroom management is an important skill that every educator must have to create an effective and conducive learning environment. In line with Aslamiah et al., (2020) a teacher who manages the teaching and learning process must be able to develop, pay attention, and restore the learning climate to conducive teaching and learning conditions if there is a disturbance. So that students can get the most out of their learning experience.

(c) Evaluation issues

Learning evaluation is an important component in the educational process, which aims to assess students' understanding and abilities, as well as the effectiveness of teaching carried out by teachers. Asrul et al., (2022), argue that learning assessment is pointed at evaluating the viability of learning methodologies, evaluating and making strides the adequacy of educational modules programs, evaluating and moving forward learning viability, making a difference understudies learn, distinguishing students' qualities and shortcomings, and to supply information that makes a difference in making choices.

3. English Learning

3.a. Definition of English Learning

English language learning is a learning process that seeks to improve students' ability to communicate in English. English learning is inseparable from the Indonesian curriculum as it is essential to improve students' knowledge and prepare them to be better and qualified.

English learning in Indonesia including West Sulawesi is taught from elementary school to high school and continues to

develop over time in accordance with the development of the curriculum in Indonesia, but in fact there are still many students who have not dared to practice actively for some reason lack of student motivation. There are many situations in schools where students' learning motivation decreases when classroom learning methods do not involve them in the process (Ayu et al., 2021).

Learning English is a difficult process that includes four steps: reading, writing, speaking, and listening. To reach peak English competence, a professional language infrastructure is required to create qualified students. Furthermore, practical resources and training should be supplied at a reasonable cost (Megawati, 2016).

3.b. English Learning Skills

a) Reading

Reading is often characterized as the reader's attempt to uncover the hidden mysteries of a written text while also appreciating its linguistic and aesthetic attractiveness and intricacy. It is a thought-based technique for understanding and comprehending both clear and ambiguous meanings. Reading is regarded a pointless pastime if one does not understand the meaning of the text (Ali, 2023).

Reading is an activity that involves comprehending written text. This skill enhances the ability to understand words, phrases, and sentences, as well as the overall information provided by a text. Reading skills are essential for tasks such as understanding instructions, learning academic material, and enjoying literature.

b) Writing

Writing requires the ability to create clear and grammatically correct written language. This includes things like working, reading, organizing ideas and so on. Efficient writing abilities are required while writing letters, documents, emails, and other forms of communication. This impairs children's abilities to study, communicate, and present themselves to the world. That is

why writing classes and exercises should be incorporated into a substantial portion of school and college curricula. This advice is based on actual demands and requirements, as well as recommendations from relevant studies. According to Abbas Ali, (2023), Iraqi students learning English as a second language have poor writing skills and low achievement in writing courses.

c) Speaking

Speaking is the ability to communicate orally in English. It involves the ability to express words clearly, use proper pronunciation, and produce grammatically correct phrases. Speaking skills are necessary for everyday communication, such as speaking, giving presentations, attending meetings, and engaging in social activities. Speaking is the ability to communicate orally in English. It involves the ability to express words clearly, use proper pronunciation, and produce grammatically correct phrases. Speaking skills are necessary for everyday communication, such as speaking, giving presentations, attending meetings, and engaging in social activities (Ali, 2023).

d) Listening

Listening requires the ability to hear spoken words, phrases and sentences, as well as to understand the general meaning of discussions, lectures, presentations and other forms of oral communication. According to Ali, (2023), listening is an essential ability in the process of learning English as a foreign language. It is true that certain students and/or individuals may be unable to recognize and analyze the benefits of listening to increase English language learning. Listening has a deeper impact on language proficiency, impacting both the conscious and subconscious mind; as the speaker begins to communicate, his performance improves.

4. Independent Curriculum

4.a. Definition of Independent Curriculum

The Independent Curriculum is a new curriculum concept that

encourages students to develop critical, creative and innovative thinking skills through learning based on student needs and interests. According to Satriawan et al., (2021), there are several aspects that support internal change, including; 1) the relationship between school components; 2) components related to work mechanisms; 3) financial components.

The Independent Curriculum, provided by Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (Kemendikbudristek), strives to make education more pleasurable for both students and teachers. This curriculum gives pupils the freedom to develop their potential based on their interests. The self-learning curriculum focuses on giving more active chances for pupils.

4.b. Independent Curriculum Objectives

- a) Emphasizes strengthening students' character and preparing them to be good citizens.
- b) The Merdeka Curriculum has educational goals that place learners at the center of learning.
- c) In an independent curriculum, students are given the freedom to choose the learning process according to their interests and talents.

This notion necessitates efforts to increase educational quality as well as innovative and creative learning approaches in order to adequately satisfy the demands of pupils. Students are required to be active and independent in developing 4C abilities, namely critical thinking, communication, cooperation, and creativity (Indarta et al., 2022)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the research on the implementation of differentiated learning in English subjects in the Merdeka Curriculum at SMAN 1 Pamboang, it is found that this process involves three main stages: planning, implementation, and evaluation. In the planning stage, teachers start with a non-cognitive diagnostic assessment at the beginning of the school year to identify students' learning styles. The results of this assessment are used to develop learning outcomes and flow of learning objectives designed in the form of teaching modules that suit the learning needs of students.

The implementation stage shows that teachers have implemented differentiation strategies in learning content, processes and products, which are adjusted to the results of the student learning style assessment. Students are grouped based on their learning styles, so that each individual gets an optimal learning experience. This strategy has proven effective in improving student engagement and learning outcomes. In the evaluation stage, teachers use various assessment methods such as discussion, question and answer, presentation, as well as assessment of products produced by students. The evaluation results show that differentiated learning has run well and is able to meet students' learning needs in accordance with the expected goals.

The implementation of differentiated learning is supported by a conducive school environment, support from the principal, as well as the availability of facilities such as laboratories, libraries and technology media. However, some obstacles are still faced, such as the diverse learning needs of students, the high administrative burden of teachers, limited technological devices, and unstable internet access.

Differentiated learning is highly relevant to the principles of Merdeka Curriculum, which gives students the freedom to learn according to their potential, interests, talents, and abilities. This approach also supports inclusivity by giving special attention to students who require differentiated treatment. The focus is not only on results, but also on the learning process

that allows students to achieve success according to their learning style. Overall, the implementation of differentiated learning at SMAN 1 Pamboang has had a positive impact on students' motivation and learning outcomes, although it still needs improvement in the use of technology and classroom management.

B. Suggestions

Based on the results of research on the Implementation of English Differentiated Learning in the Merdeka Curriculum at SMAN 1 Pamboang, there are several suggestions that can be given to improve the effectiveness of differentiated learning in this school.

1. For Teachers

Teachers are advised to continue to improve their competence in implementing differentiated learning strategies through relevant training and workshops. Teachers also need to utilize more varied and interactive learning media, such as learning videos, digital applications, and project-based methods, to increase student motivation and participation. In addition, regular evaluation of the effectiveness of differentiated strategies used is very important so that teachers can adjust learning methods according to the needs and characteristics of students.

2. For Schools

Schools are expected to improve learning support facilities, such as updating technological devices used in the teaching and learning process, providing stable internet access, and completing language laboratory and library facilities. In addition, schools are also advised to reduce the administrative burden experienced by teachers by providing additional administrative personnel, so that teachers can focus more on teaching and developing learning strategies.

3. For students

Students are expected to be more active in the learning process, both in individual and group activities, so that they can maximize the benefits of differentiated learning. Students also need to utilize various additional learning resources, such as books, learning videos, or online applications, to

deepen their understanding of the subject matter. In addition, providing feedback to teachers on effective learning methods can help teachers adjust learning approaches that better suit students' needs.

4. Future researchers

For future researcher, it is recommended to conduct a more indepth follow up research on the effect of differentiated learning on students' non-academic aspects, such as learning motivation, self-confidence, and social skills. Similar research can also be conducted in other schools or in different subjects to strengthen the generalization of the results of this study. In addition, research on the use of technology in supporting differentiated learning also needs to be done, especially in the context of implementing the Merdeka Curriculum, which demands innovation in the learning process.

The suggestion is that the implementation of differentiated learning at SMAN 1 Pamboang can continue to grow and provide a greater positive impact on the quality of learning and student achievement.

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