

**STUDENTS' AND TEACHERS' PERCEPTIONS ON THE
IMPLEMENTATION OF DIFFERENTIATED LEARNING IN
LEARNING ENGLISH AT SMAN 1 TILATANG KAMANG**

THESIS

*Submitted as a Partial Fulfillment Requirement to Obtain Bachelor of
Education (B.Ed) in English Language Education Program*



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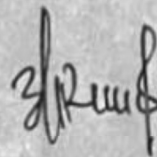
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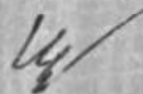


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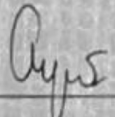
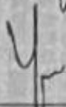
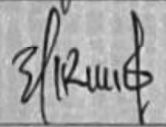
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ABSTRAK

Maulana, Hesti. (2023). Students' and Teachers' Perception on The Implementation of Differentiated Learning in Learning English at SMAN 1 Tilatang Kamang. Thesis. Faculty of Language and Arts. Universitas Negeri Padang

Kurikulum Merdeka telah diimplementasikan di beberapa sekolah untuk mengatasi hilangnya pengetahuan dan kemampuan siswa dalam belajar akibat pandemi Covid-19 serta masalah krisis pembelajaran yang masih terjadi di Indonesia. Ada tiga komponen baru yang menjadi sorotan dalam kurikulum Merdeka, yaitu Projek Penguatan Profil Pelajar Pancasila (P5), Kurikulum Operasional Satuan Pendidikan (KOSP), dan Pengajaran pada tingkat yang tepat (*Teaching at Right Level (TaRL)*). Untuk memenuhi komponen TaRL, pembelajaran berdiferensiasi diterapkan. Pembelajaran berdiferensiasi berfokus pada menempatkan siswa sebagai pusat dari proses pembelajaran dan memperhatikan kebutuhan siswa yang beragam. Penelitian ini bertujuan untuk mengetahui persepsi siswa dan guru terhadap penerapan pembelajaran berdiferensiasi dalam pembelajaran bahasa Inggris. Populasi penelitian ini terdiri dari 235 siswa kelas X dan dua orang guru bahasa Inggris yang telah menerapkan pembelajaran berdiferensiasi di SMA Negeri 1 Tilatang Kamang. Sampel penelitian ini adalah 65 siswa yang dipilih secara acak menggunakan cluster random sampling dan dua guru bahasa Inggris yang telah menerapkan pembelajaran berdiferensiasi dengan menggunakan total sampling. Metode research campuran (*mixed-method*) digunakan untuk menganalisis data kuesioner dan wawancara semi-terstruktur. Dari data analisis, disimpulkan bahwa siswa dan guru memiliki persepsi positive terhadap pengimplementasian pembelajaran berdiferensiasi dalam pembelajaran bahasa Inggris. Hasil dari penelitian menunjukkan bahwa pembelajaran berdiferensiasi merupakan pendekatan yang ampuh untuk meningkatkan motivasi, kinerja belajar, dan hasil belajar siswa secara signifikan. Hal ini disebabkan oleh pemberian lingkungan belajar yang nyaman dan penyesuaian proses pembelajaran yang memenuhi kebutuhan belajar setiap siswa, seperti kesiapan belajar (tingkat kemampuan), minat, dan profil belajar mereka. Meskipun banyak manfaat yang dirasakan, guru masih mengalami beberapa kendala yang harus diatasi dengan bantuan pemerintah.

Kata kunci: Kurikulum Merdeka, Pembelajaran Berdiferensiasi, Persepsi Siswa; Persepsi Guru

ABSTRACT

Maulana, Hesti. (2023). Students' and Teachers' Perception on The Implementation of Differentiated Learning in Learning English at SMAN 1 Tiltang Kamang. Thesis. Faculty of Language and Arts. Universitas Negeri Padang

The Merdeka curriculum has implemented in several schools to overcome learning loss due to the Covid-19 pandemic and eternal learning crisis issues in Indonesia. Three new components have been highlighted in Merdeka curriculum: the Pancasila Student Profile Strengthening Project (*Projek Penguatan Profile Pelajar Pancasila (P5)*), the Education Unit Operational Curriculum (*Kurikulum Operasional Satuan Pendidikan (KOSP)*), and Teaching at the Right Level (TaRL). In order to fulfil the TaRL component, differentiated learning is implemented. Differentiated learning focuses on putting the student at the center of the learning process and takes into account the diverse needs of students. This study aims to identify the perceptions of students' and teachers' on the implementation of differentiated learning in learning English. The population of this study was 235 students in tenth grade and two English teachers who have been implemented differentiated learning at SMA Negeri 1 Tiltang Kamang. The samples were 65 students who were randomly selected using cluster random sampling and two English teachers who have been implemented differentiated learning using total sampling. Mixed-method was used to analyze the questionnaire and semi-structured interview data. Based on the data analysis, it is concluded that students and teachers have positive perceptions towards the implementation of differentiated learning in learning English. The finding shows that differentiated learning is a powerful approach that can significantly boost students' motivation, learning performance, and outcomes. These are due to creating a comfortable learning environment and customizing instruction to meet each student's learning needs, including their learning readiness (ability level), interests, and learning profile. Differentiated learning ensures that every student has the best chance to succeed. Despite the many benefits, teachers still experience some obstacles that must be overcome with the help of the government.

Keywords: Kurikulum Merdeka, Differentiated Learning, Students' Perception, Teachers' Perception

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CHAPTER I

INTRODUCTION

1.1 Background of the research

The Ministry of Education, Culture, Research, and Technology has launched a new curriculum to improve Indonesian education quality, which is named Merdeka curriculum. Merdeka curriculum (*Kurikulum Merdeka* (hereafter KM)) is a curriculum that has been designed to recover from the learning loss or learning crisis that Indonesia has been suffering for many years. The result of Programme for International Student Assessment (PISA) shows that many Indonesian children are unable to comprehend simple reading or apply basic math concepts, also the huge educational gaps between regions and social groups in Indonesia indicate that Indonesia is experiencing a learning crisis (Marisa, 2021). In order to solve the learning crisis and educational challenges, systemic changes are needed by changing the curriculum. KM optimizes the content of learning so students can explore concepts and build competencies. Teachers have the opportunity to select instructional tools to meet students' needs and interests.

Merdeka curriculum essentially aims to improve the competence of teachers and students by developing independent learning quality (Maulida, 2022). According to the Minister of Education and Culture Regulation (*Permendikbud*) number 22 of 2021, one of the objectives of launching KM is to liberate students from a one-size-fits-all learning model to become student-centered and

personalized. KM requires all schools that apply this curriculum to adopt and implement a differentiated learning model in the classroom.

Differentiated Learning (hereafter DL) also known as Differentiated Instruction (DI) is a learning model that accommodates the diverse learners, students who learn in various ways and bring diverse talents and interests to the classroom, with different learning models that suit each student, but maintain the same learning goals (Tomlinson, 2014). The differences between students (students' learning readiness, interests, and learning profile) are valued in DL. Teachers believe that all students have the same potential to succeed and the teachers support the students through differentiated learning. Differentiated learning is designed to change the conventional learning of the one-size-fits-all learning approach, which is no longer successful in teaching and learning activities. Since it does not provide students with flexibility and independence in learning, this one-size-fits-all learning method quickly bores students in the classroom.

In implementing DL, the teacher modifies content, process, and product based on student readiness, interest, and learning profile (Tomlinson, 2014). Content is what teachers want students to learn from a given study segment or how the students access the crucial information. Process is an activity that help students understand and apply important knowledge. Product is a tool for students to display and develop their knowledge. Students have different readiness, interests, and learning profiles. Readiness is a previous knowledge and skills that students have before learning deeper in the next stage. Some students may

struggle at different points than others. Interest refers to an individual's affinity, curiosity, or enthusiasm for a specific topic or skills. Learning profile relates to the methods in which a learner gets knowledge. Some students might be visual, auditory, or kinesthetic learners.

Plenty of research have been done on differentiated learning. Meyad et al. (2014) investigated the effect of differentiated instruction in teaching the Arabic language. Ayuningtyas et al. (2023) & Joseph et al. (2013) identified the challenges and benefits of implementing differentiated instruction for EFL students. Melka and Jatta (2022) analyzed the effect of differentiated instruction on students' grammar learning achievement. Some researchers have analyzed the effectiveness of differentiated learning in improving students' reading accomplishment (Yavuz, 2020; Magableh et al., 2020; Ansyari, 2021 & Waliyudin et al., 2022), and others study on improving students' writing skills (Argyropoulou et al., 2021; Yulianti, 2022). Meanwhile, teachers' perceptions on implementing differentiated instruction have been done by other researchers (Robinson et al., 2014; Moosa et al., 2019; Ginja et al., 2020; Siyabi & Shekaili, 2021). Iskandar, (2021) & Nyoman et al. (2022) have also done some studies on implementing differentiated learning for EFL students in Indonesia.

From the previous researches above, it can be seen that many researches have been conducted on differentiated learning (DL). The effectiveness and perceptions of implementing differentiated learning have been widely conducted in overseas as ESL contexts. Several studies have been conducted in Indonesia regarding the effect or impact of implementing differentiated learning. However, very few

studies that investigate the perceptions of students and teachers regarding the implementation of differentiated learning in EFL contexts.

Discover how students' perceptions on the implementation of differentiated learning in learning English is essential for the students and for the teachers. Perception can be an asset and drive students to learn with pleasure. Hagan (2020) proves that students' views are mostly linked to students' performance in learning. Thus, while students know others' perceptions toward implementing differentiated learning, it will affect their perception and learning performance. Teachers can enhance learning strategies of differentiated learning by knowing students' perceptions. The study on students' and teachers' perceptions can also be a reference for curriculum policymakers to evaluate if differentiated learning will still be used and how it will be revised.

Due to the explanation above, the researcher wants to identify students' and teachers' perceptions on the implementation of differentiated learning in learning English which is an important topic, that has been very little researched in Indonesia as EFL context.

1.2 Identification of the problems

In implementing differentiated learning, there are several issues that can be discussed. First is the effect of the implementation of differentiated learning. The comparison between differentiated learning and other learning approaches also can be the second issue. Third is the analysis of teachers' challenges and strategies for implementing differentiated learning. Investigation of students' and teachers'

perceptions on the implementation of differentiated learning also can be discussed.

1.3 Limitation of the problems

Related to the identification of the problems, this study only focused on students' and teachers' perceptions on the implementation of differentiated learning in learning English.

1.4 Formulation of the problems

Based on the focus of the research above, this study formulated the problems into: "what are students' and teachers' perceptions on the implementation of differentiated learning in learning English?"

1.5 Research Questions

Based on the formulation of the problems, there are several research questions which help the researcher to identify students' and teachers' perceptions on the implementation of differentiated learning in learning English:

1. How do students perceive on the implementation of differentiated learning in learning English through differentiating content, process, product, and learning environment?
2. How do teachers perceive on the implementation of differentiated learning in learning English through differentiating content, process, product, and learning environment?

1.6 Purposes of the research

Based on the research questions above, the purpose of this research are to identify:

1. Students' perceptions on the implementation of differentiated learning in learning English.
2. Teachers' perceptions on the implementation of differentiated learning in learning English.

1.7 Significance of the research

The results of this study are expected to provide information about students' and teachers' perceptions on the implementation of differentiated learning in learning English. This research obtained some benefits, a) teachers can enrich the concept and maximalize the implementation of differentiated learning in learning English, and b) future researchers can enrich the references of the topic differentiated learning.

1.8 Definition of the key terms

1.8.1 Students' Perception

Students' perception is a statement of students thought, belief, and feeling about the implementation of differentiated learning that can be useful for the teacher to know how effective differentiated learning is.

1.8.2 Teachers' Perception

Teachers' perception is a statement of thought, belief, and feeling about their experience in implementing differentiated learning in the classroom.

1.8.3 Differentiated Learning

Differentiated learning is a learning model that facilitates each student who has different learning readiness, interest, and learning profile with different learning model between students or between groups of students in learning English.

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