

Implementation of Differentiated Learning in Adjective Material for VII C Students of SMP Negeri 1 Ungaran

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Abstract

Differentiated learning is crucial in the independent curriculum to fulfill the diverse students' needs. By adjusting instruction to individual learning styles and abilities, teachers can optimize learning outcomes. However, challenges such as limited resources and teacher capacity hinder its effective implementation. To overcome these challenges, teachers must employ effective classroom management, receive ongoing training, and foster collaboration with parents. By implementing differentiated learning, particularly in subjects like English, teachers can improve student engagement, motivation, and ultimately, their overall language proficiency. The aim of this research is to implement differentiated learning in adjective material in VII C students of SMP Negeri 1 Ungaran. The research method used was descriptive qualitative with research subjects in class VII C of SMP Negeri 1 Ungaran. The implementation was carried out for one month with a total of 34 students. In the initial stage of implementing differentiated learning, cognitive and non-cognitive diagnostic assessments are carried out. This diagnostic assessment obtains the results of grouping students based on learning styles and cognitive abilities. A total of 4 students were in the auditory group, 11 students were in the visual group, and 19 students were in the kinesthetic group. The result of implementing differentiated learning is that there is a positive increase in learning outcomes. In the upper class there was an increase of 33.33%, in the middle class there was no increase, and in the lower class there was a decrease of 30%.

Keywords: differentiated learning, adjective material, independent curriculum

1. Introduction

Differentiated learning is one of the challenges for educators in implementing independent curriculum learning. This is done to adjust the needs of students in understanding a material. In this context, educators can implement differentiated learning through content, processes, and products (Mulyawati, Zulela, & Edwita, 2022), so that educators are required to provide different learning to students (Astuti & Afendi, 2022). The treatment given must be full of consideration and reasonable, not only based on students who are smart and less smart (Kamila,

Cahyaningrum, & Sanjaya 2023). However, to design this differentiated learning, educators need to carry out cognitive diagnostics and learning style diagnostics to determine the initial abilities of students. Differentiated learning has a close relationship in the independent curriculum system. In the independent curriculum system, educators can develop the learning process according to the conditions of the learning environment. In addition, the program applied in independent curriculum learning is independent learning with the perspective that each participant is unique and extraordinary (Marita, 2023). Therefore, independent curriculum learning leads to differentiated learning with the aim of understanding students in the learning process according to their talents, learning styles, and characters (Wahyuni, 2022).

This differentiated learning is inseparable from the zoning system policy factor implemented by the government. In general, the implementation of the zoning system can provide equal access to education and justice for students with various social statuses and abilities (Aryanti, Filaidi, & Gistituati, 2023). However, many polemics have emerged. For example, students with good academic grades from their original school are very unlikely to pass because they prefer to look for the nearest school Widyastuti (2020). In addition, the problem with this system is the lack of school capacity and the unachieved expectation of justice (Rabbani, Chotimah, & Pasha, 2023). This condition requires educators to apply differentiated learning, which is an approach that adjusts teaching methods and strategies based on the needs, learning styles, and ability levels of each student.

The implementation of differentiated learning targets all subjects, including English language learning. As a second language, English presents unique challenges for students, particularly in areas like grammar, vocabulary, and pronunciation. By differentiating instruction, teachers can deliver lessons to address the diverse needs of English language learners. For instance, students with strong language skills can be challenged with advanced tasks, while those who struggle can receive additional support and scaffolding. Differentiated learning can also help to foster a more inclusive and engaging learning environment, where all students feel valued and supported. This is because all subjects have an equal portion, including English learning. As a second language learning, English material still has various problems. English is an important subject in training students' skills in communicating using a second language.

One of the most important materials for students to master in grammar material is adjectives. This material is the foundation for students' English language skills (Muharromah, & Holida, 2024). This material is not only related to grammar orally, but also in writing. This is because writing not only expresses ideas in written form but also involves a deep understanding of the context and purpose of communication (Widhiyanto, Zulaeha, & Wagiran, 2024). However, based on the results of observations and interviews conducted with class VII students at SMP Negeri 1 Ungaran, understanding of adjective material is still very low. Students do not understand the concept of adjectives in grammar and their application. In addition, factors that influence success in learning adjectives are student motivation and the appropriate learning process. This is because the learning process is carried out by equating the adjective learning process, so the results are not optimal. Adjective learning is also a determinant in the success of students' English language skills because it is related to English grammar. However, understanding this grammar is still an obstacle felt by students (Andika, Tahrur, & Firdaus, 2023) as a result, the learning outcomes of adjective material are not optimal. In addition, according to

the 2021 English Proficiency Index (EPI) survey released by EF Education First, Indonesia's English language proficiency ranks 80th out of 112 countries with a score of 466 points. This shows that educators need to design learning that can arouse students' learning motivation according to their respective ability levels.

Although differentiated learning has been implemented, challenges still remain. One of the main obstacles is limited time and resources. With a large number of students in one class, educators need effective classroom management strategies so that all students can be served well. In addition, not all educators have a deep understanding of the concept of differentiated learning, so there needs to be ongoing training and mentoring. The implementation of differentiated learning also requires good cooperation between educators, students, and parents. Educators must be able to recognize the needs and potential of each student, while students and parents need to be actively involved in the learning process. For example, students who have difficulty understanding adjectives need to be encouraged to do additional exercises at home with parental guidance. The implementation of differentiated learning has been widely studied by previous studies, including Khasanah, & Alfiandra, (2023); Miqwati, Susilowati, & Moonik, (2023); Pramudianti, (2023); Saputro, Rakhmawati, & Sunarso, (2024); Lutfu, et al., (2024); and Nugroho, & Darmawan, (2024). The study discusses how the problems and solutions in implementing differentiated learning in education. In addition, the research that has been conducted provides information that differentiated learning is still a serious challenge, especially for educators in implementing the independent curriculum.

The implementation of differentiated learning on adjective material at SMP Negeri 1 Ungaran is a strategic step in facing the challenges of independent curriculum learning. The implementation of the Independent Curriculum and differentiated learning provide hope for improving the situation. Differentiated learning not only allows all students to learn according to their abilities and needs, but also helps schools maintain the quality of education amidst the diversity of student conditions. The purpose of this study is to apply differentiated learning in learning adjectives in English subjects.

2. Methods

This study uses a qualitative approach with a descriptive method. This study is used in examining objects naturally, where the author is the key instrument, data collection techniques are carried out using triangulation, inductive data analysis and results that emphasize meaning rather than generalization (Sugiyono, 2014).

Differentiated learning has been implemented at SMP Negeri 1 Ungaran in order to optimize student learning outcomes, especially since the implementation of the Merdeka Curriculum. The implementation of differentiated learning was carried out in class VII-C semester 2 of the 2024/2025 academic year. The selection of class VII-C as the subject was based on empirical data showing variations in interests and learning styles in the class. In addition, the cognitive abilities of students in this class are very diverse, so this condition is considered appropriate for the application of differentiated learning. This diversity allows educators to design activities that are tailored to the needs and potential of each student.

The implementation of differentiated learning was carried out in June 2024, 2024/2025 academic year with a total of 34 students. The time used in this process is not only for implementation in the classroom, but also includes preparation, evaluation, and reflection. Thus, the total time of one month is used comprehensively to ensure that each stage of learning runs effectively and in accordance with the expected goals. The implementation of differentiated learning is carried out through a series of interrelated, continuous, and repetitive stages, which create a process cycle (Purba, et al., 2021:64).

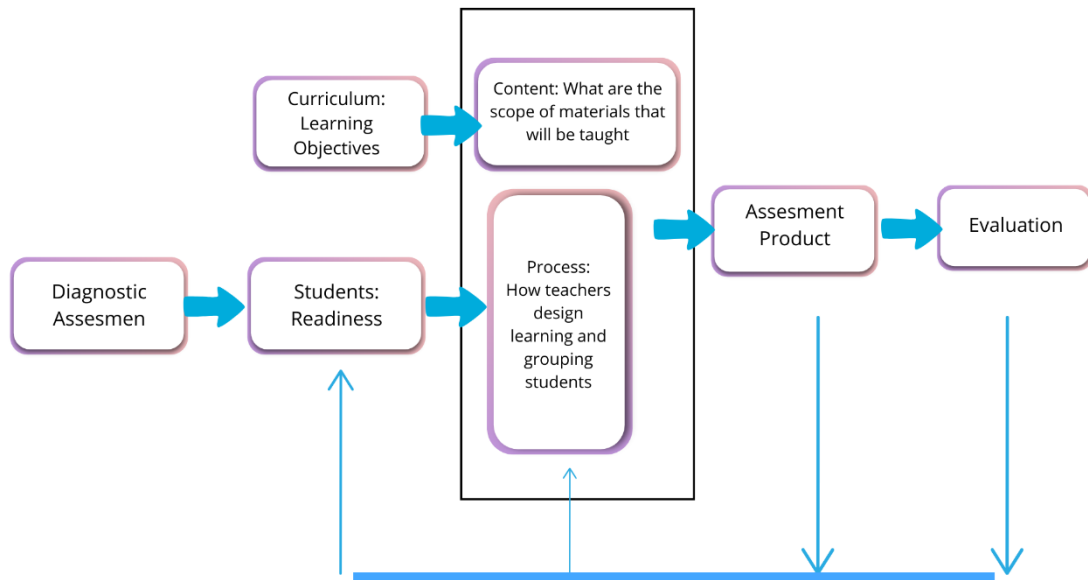


Chart 1. Procedures for Implementing Differentiated Learning

3. Results and Discussions

3.1 Research Results

3.1.1 Implementation and Analysis of Initial Learning Assessment

Differentiated learning is an approach that emphasizes the importance of adjusting the learning process by considering the diversity of students, both in terms of learning styles, ability levels, interests, and cognitive potential. In this implementation, emphasis is placed on three main elements in differentiation, namely content, process, and product, in accordance with the concept promoted by the Independent Curriculum. In class VII-C of SMP Negeri 1 Ungaran, this implementation aims to address the gap in student achievement by providing various relevant and inclusive learning strategies.

Initial assessment plays an important role in obtaining data on student backgrounds, especially related to learning style preferences and cognitive ability levels. The two forms of assessment used are non-cognitive diagnostics and cognitive diagnostics. The goal is that learning can be adapted according to the needs of each student, while mapping the right strategy in the teaching module that will be implemented.

3.1.2 Learning Style Mapping (Non-cognitive Assessment Results)

The non-cognitive assessment given is in the form of multiple choices with three answer categories that identify learning styles: auditory, visual, and kinesthetic. This assessment is given at the last meeting of the previous material with the aim that the author has enough time to analyze the assessment results and determine appropriate learning strategies.



Picture 1. Diagnostic Assesment Process

For this non-cognitive diagnostic assessment, there are only seven multiple-choice questions with three answer choices. All A answers refer to the auditory learning style or a learning style that emphasizes listening activities as its main activity. All B answers refer to the visual learning style or a learning style that uses more of the sense of sight such as reading, and all C answers refer to the kinesthetic learning style. The mapping results show the following distribution.

Table 1. Mapping of Learning Styles

No.	Learning Style	Students
1.	Auditory	4 (11,76%)
2.	Visual	11 (32,35%)
3.	Kinesthetic	19 (55,88%)

The dominance of students with a kinesthetic learning style indicates that many students are more comfortable with learning that is active, involves physical activity, or direct manipulation of objects. In contrast, the number of students with an auditory learning style is smaller, indicating a challenge for educators to organize effective activities for this group without ignoring the learning preferences of the majority.

3.1.3 Cognitive Ability Mapping (Cognitive Assessment Results)

The cognitive assessment is given in the form of short 25-item questions that focus on the topic "objects around us". The assessment results group students based on a range of values, namely as follows.

Table 2. Categories Mapping

No.	Category	Students
1.	Upper	9 (26,47%)
2.	Middle	15 (44,12%)
3.	Low	10 (29,41%)

Information:

Upper Category (91-100) = 9 students

Middle Category (76-90) = 15 students

Low Category (0-75) = 10 students

The average score obtained from the initial assessment was 79.76. Even though this score is quite good, there are 10 students in the lower group who require special attention. The existence of students in this lower group indicates variations in levels of understanding, so that uniform learning will not be effective in meeting the needs of each student. Therefore, teaching modules are designed taking this diversity into account, through differentiated learning.

3.1.4 Implementation of Differentiated Learning

After analyzing the results of the initial assessment, educators develop learning strategies that include adjustments to content, processes and products. The main aim of this learning is to provide relevant learning experiences for each student, so that they can develop according to their potential.

3.1.5 Introduction

In the preliminary activities, educators carry out classical activities which are participated in by all students. Learning begins with classic activities, namely giving trigger questions to stimulate students' initial knowledge. Questions like "What is the name of the object I am holding?" and "What are the objects on the table?" used to activate students' knowledge regarding the topic to be studied. This activity is general in nature and aims to involve all students in the initial discussion. In this section, perhaps not all students can be stimulated well because of different learning styles. However, student responses vary due to differences in learning styles. Students with a kinesthetic learning style tend to be less involved in verbal discussions, while students with a visual style are more active when given media in the form of images or text. This emphasizes the need to divide groups based on learning styles to ensure that each student gets an appropriate learning experience.

3.1.5 Implementation (Process Differentiation Based on Learning Style)

After conveying the learning objectives, the educator groups students into several groups, one group will watch a video show to facilitate students with an auditory learning style. The video was taken from *YouTube*



Picture 2. Differentiated Teaching Learning Process

The video contains very little writing, so that students really optimize their auditory learning style. Three groups of students will learn with printed reading and pictures. Information in the form of writing dominates the teaching material so it is suitable for students who have a visual learning style, while four groups will learn with activity sheets in the form of cutting and sticking. This activity sheet is very suitable for students who have a kinesthetic learning style. Each group uses different learning methods and media. The following is the division of groups based on students' learning styles.

Table 3. Division of Student Groups Based on Learning Styles

Auditory	Visual	Kinesthetic
Utilize videos from YouTube that minimize the use of text. This allows students with an auditory style to focus on information conveyed orally.	Get printed text and images that dominate teaching materials. This material is presented for students who are more comfortable with reading and picture-based learning.	Carrying out physical activities in the form of cutting and sticking. This activity is designed so that students with a kinesthetic style can understand concepts through direct experience.

After the group activity is finished, each student continues with individual problem practice. The 25 questions given include a variety of instructions, such as multiple choice, matching, and short answers, to ensure that all students feel comfortable with the format of the questions presented.

3.1.6 Analysis of Summative Assessment Results

The results of the summative assessment showed a significant increase in students' academic performance. At this stage, students will be given assessment questions and work according to the instructions. The following is the implementation of the summative assessment.



Gambar 3. Pelaksanaan Asesmen Sumatif

After carrying out the Sumati assessment, the next step is to analyze the assessment results according to categories. Apart from that, an analysis of the improvements that occurred between before and after differentiated learning was also carried out. Mapping results show positive changes as follows.

Table 4. Mapping Learning Outcome Categories Before and After Differentiated Learning

No.	Category	Before	After	Information
1.	Upper	9	12	Increase 33.33%
2.	Middle	15	15	No Increasing
3.	Low	10	7	Decrease 30%

Information:

Upper category (91-100) = 9 students

Middle category (76-90) = 15 students

Low category (0-75) = 10 students

The average summative score reached 83.88, an increase of 4.12 points compared to the average initial assessment score of 79.76. This increase not only reflects success in improving learning outcomes, but also shows that a differentiation approach can reduce achievement gaps among students with diverse abilities.

The decrease in the number of students in the lower group from 10 to 7 people indicates that differentiated learning has succeeded in providing appropriate intervention for students who experience difficulties. On the other hand, the increase in the number of students in the upper group shows that this strategy is also able to facilitate students with high abilities to develop further.

3.2 Discussion

Learning that is adapted to suit learning styles contributes to increasing student engagement. The majority of students with kinesthetic preferences, who were previously less motivated in conventional learning, showed increased participation when given physical activities such as cutting and sticking. Likewise, auditory students focus more when learning through videos

without text, and visual students are more optimal with reading material and pictures. These results are in line with research by Sarie, (2022); Marantika, Tomasouw, & Wenno, (2023); & Yuliati, Wulan, & Hapidin, (2024). This proves that providing learning experiences that suit learning styles can maximize students' understanding and learning motivation. In addition, the application of differentiation allows students in lower groups to receive more appropriate guidance, so that they can improve their achievements. Meanwhile, students in the upper group remain stimulated through challenging tasks.

The success of differentiated learning really depends on the right initial assessment (Nissa, et al., 2024). Initial assessments, both non-cognitive and cognitive, provide important information about students' learning styles and abilities, so that educators can design more personalized learning strategies. This assessment also helps identify students' initial abilities (Ramadiana, Asbari, & Laksana, 2023), so that the learning process can be optimized for all students. The application of differentiated learning can support the development of the Pancasila Student Profile, especially in the aspects of independence and mutual cooperation. Students not only learn independently, but also collaborate effectively with their friends in groups according to their respective learning styles.

Even though the results are positive, implementing differentiated learning presents its own challenges, especially in time management and preparation of learning media. Educators are required to continue to innovate and develop competencies (Mardiana & Prafitasari, 2023) and provide various types of teaching materials and activities, especially the use of digital technology (Yusuf, Julianingsih, & Ramadhani, 2023). This is done in order to meet students' learning needs (Upa, Patang, & Rosmiati, 2024). Educators are also advised to carry out continuous reflection on their teaching practices in order to adapt strategies based on students' needs. Participation in educator learning communities and professional development programs can also enrich educators' insight and skills in implementing differentiated learning. Educators can share experiences and effective strategies through communities of practice and regular discussions, so that the quality of learning can improve. Apart from that, this collaboration also helps overcome limited resources and time, because educators can support each other in compiling and developing teaching materials.

4. CONCLUSION

The research results show that the application of differentiated learning in class VII-C of SMP Negeri 1 Ungaran is effective in improving learning outcomes and accommodating the diversity of students. The significant increase in average scores as well as a more even distribution of students across all ability groups reflects the success of this approach. The differentiation strategy allows each student to gain learning experiences that suit their individual needs and potential. In this way, students who previously experienced difficulties can catch up, while students with higher abilities still receive relevant challenges to continue to develop.

For further application, it is important for educators to carry out continuous reflection and professional development to increase competence in designing and implementing differentiated learning. Active participation in educational learning communities and collaboration with colleagues are also highly recommended so that teaching strategies become richer and more innovative. Differentiated learning is expected to be one of the main strategies in implementing

the Independent Curriculum, because this approach not only ensures that each student can develop optimally but also fosters a learning environment that is inclusive and responsive to individual differences.

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