AN ANALYSIS OF DIFFERENTIATED LEARNING IN ENGLISH SUBJECT OF PHASE D IN *MERDEKA* CURRICULUM AT MTsN 6 AGAM

A THESIS

Submitted in Prtial Fulfillment for Getting Strata One (S1)

Degree in English Education Departement

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ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
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ABSTRACT

Fadila Amalia Berinal, 2319011. An Analysis of Differentiated Learning in Phase D of English Subject in Merdeka Curriculum

In an effort to improve the quality of English language learning in Phase D of the *Merdeka* Curriculum, the implementation of differentiated learning is the main focus. Differentiated learning is designed to meet students' individual learning needs by considering their readiness, interests and learning profiles. However, the implementation of this differentiated learning still faces various challenges in the field.

This research uses a qualitative method with a case study design with the aim of analyzing the implementation of differentiated learning in English subjects in Phase D. Data were collected through observations and interviews with English teachers in one of the schools implementing *Merdeka* Curriculum.

The results show that teachers have started implementing differentiated learning by conducting diagnostic assessments to understand students' learning profiles. However, there are obstacles such as the limited results of diagnostic assessments that only determine students' learning styles and the lack of supporting infrastructure. To overcome these obstacles, it is recommended that schools improve teacher competence through training and provide adequate facilities to support effective learning processes.

Keywords: *Differentiated Learning, English Subject of Phase D, Merdeka Curriculum*

ABSTRAK

Fadila Amalia Berinal, 2319011. Analisis Pembelajaran Berdiferensiasi Pada Mata Pelajaran Bahasa Inggris Fase D Dalam Kurikulum Merdeka Di MTs Negeri 6 Agam. Skripsi, Kampus Islam Negeri Sjech M. Djamil Djambek Bukittinggi.

Dalam upaya meningkatkan kualitas pembelajaran Bahasa Inggris pada Fase D dalam Kurikulum Merdeka, penerapan pembelajaran berdiferensiasi menjadi fokus utama. Pembelajaran berdiferensiasi ini dirancang untuk memenuhi kebutuhan belajar individu siswa dengan mempertimbangkan kesiapan, minat, dan profil belajar mereka. Namun, implementasi pembelajaran berdiferensiasi ini masih menghadapi berbagai tantangan di lapangan.

Penelitian ini menggunakan metode kualitatif dengan desain studi kasus dengan tujuan untuk menganalisis penerapan pembelajaran berdiferensiasi dalam mata pelajaran Bahasa Inggris pada Fase D. Data dikumpulkan melalui observasi dan wawancara dengan guru Bahasa Inggris di salah satu sekolah yang menerapkan Kurikulum Merdeka.

Hasil penelitian menunjukkan bahwa guru telah mulai mengimplementasikan pembelajaran berdiferensiasi dengan melakukan asesmen diagnostik untuk memahami profil belajar siswa. Namun, terdapat kendala seperti keterbatasan hasil asesmen diagnostik yang hanya untuk mengetahui gaya belajar siswa saja dan kurangnya sarana prasarana pendukung. Untuk mengatasi hambatan tersebut, disarankan agar sekolah meningkatkan kompetensi guru melalui pelatihan dan menyediakan fasilitas yang memadai guna mendukung proses pembelajaran yang efektif.

Kata Kunci: *Pendidikan Berdiferensiasi, Bahasa Inggris Fase D, Kurikulum Merdeka*

ACKNOWLEDGEMENT



Alhamdulillahirabbil"alamin, in the name of Allah SWT, The Most Merciful who always gives the healthy and opportunity to the researcher in accomplishing the thesis entitled "An Analysis of Differentiated Learning in Englisoh Subject of Phase D in Merdeka Curriculum at MTsN 6 Agam". Shalawat and Salam to the Prophet Muhammad SAW who has guided us to the bright era that we live in today. This research was impossible to be completed without help and support from many people. Therefore, researcher would like to express the gratitude to the following people:

1. Prof. Dr. Silfia Hanani, S.Ag., M.Si as the rector of UIN Sjech Djamil Djambek Bukittinggi. Dr. Afrinaldi, S.Sos.I, MA as Vice Rector I for Academic and Institutional Fields. Dr. Iiz Izmuddin, MA as Vice Rector II for Finance and Planning. Dr. H. Edi Rosman, S.Ag, M.Hum as Vice Rector III for Alumni and Cooperation.
2. Dr. Junaidi, S.Ag., M.Pd, as the Dean of Faculty of Tarbiyah and Teacher Training, State Islamic University of Sjech M. Djamil Djambek Bukittinggi and also his first, second, and third vice assistant.
3. Widya Syafitri M.Pd., as the Head of English Education Department of State Islamic University of Sjech M. Djamil Djambek Bukittinggi.

4. Dr. Absharini Kardena, M.Pd as my Thesis Advisor who has patiently supported and given so many ideas, guidance, time, and valuable lesson during the process of study and composing this thesis.
5. as the examiners who have given lots of contributions, suggestions, and guidance to this thesis.
6. All the lecturers of English Education Department of State Islamic University of Sjech M. Djamil Djambek who have guided, and shared their knowledge sincerely and patiently.
7. The librarians of State Islamic University of Sjech M. Djamil Djambek Bukittinggi who have sincerely helped and allowed researcher in collecting references.
8. Muthia Rahman, M.Pd., Lena Sastri, M.Pd., Dr. Joni Alfino, M.Pd., as the validators who have given the validity for research instrument of this thesis.
9. Big Family of MTsN 6 Agam for accepting the researcher as the part of this big family, and providing place for the researcher to learn, and get new experience. Special thank you to this research's informants; Nomi Sofianti, Betti Eliza, and Novia Leli for kindness, help, support, and patiently sharing their knowledge, information, and their experience in teaching so that researcher was able to complement this thesis. May Allah always bless all people in this school.
10. My family, my amazing mom Ibu Marhamah, my father Bapak Berinal (almarhum) that prays for me from heaven, one and only my sister Rahma Dian Berinal as my support system. Thank you mom for always pray for me and call

me every day. So sorry that your daughter can not graduate on time, but I do hope this small thing will make you happy. Once again, thank you.

The researcher hopes Allah SWT will always bless all of them, who have been mentioned or not. The researcher honestly believes that this thesis is just far away from the word perfect and still has some weaknesses. Therefore, it is hoped that there will be some critics and suggestion from the readers for a better thesis in the future.

Bukittinggi, Februari 2025

Researcher

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CHAPTER I
INTRODUCTION

A. Background of the Research

In the world of education, the curriculum is very important. Without the right curriculum, students will not get the appropriate learning targets. Along with the development of the era, the curriculum in the world of education continues to experience changes. Everything is tailored to the needs of students in their respective eras. According to Purba et al (2021), based on Indonesian law number 20 in 2003 about national education system, curriculum is defined as a set of plans and settings on purpose, content, and materials and ways use as a guide to the learning activities arrangements for a particular educational purpose. Therefore, the curriculum is a course of track that will bring learners to a set of goals. The plans drawn up are under the responsibility of the educational institution and the teachers. In accordance with the definition of curriculum, namely something that is planned, then in the world of education all student activities can be arranged in such a way. So, the purpose of education can be achieved.

The *Merdeka* curriculum is an educational curriculum development program designed and implemented in Indonesia. *Merdeka* curriculum is a curriculum with diverse intracurricular learning, content will be optimized so that learners have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be tailored to the learning needs and interests of students

Khoirurrijal et al., (2022). This program was launched in 2021 by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) with the aim of improving the quality of education in Indonesia through a more contextual, inclusive and student-centered approach.

The *Merdeka* curriculum is part of efforts to restore learning. This curriculum was developed as a curriculum that is more flexible, and focuses on essential material in an effort to develop the character and competence of students. The term "*Merdeka Curriculum*" refers to a curriculum that is designed and implemented by individual learners or educational institutions outside of the traditional curriculum frameworks provided by educational authorities or institutions. *Merdeka* curriculum allows learners or institutions to have more flexibility and autonomy in determining what is taught, how it is taught, and how learning outcomes are assessed. It provides an opportunity to customize the curriculum to meet specific needs, interests, and goals.

However, the *Merdeka* curriculum requires teachers to be able to manage learning effectively with the help of methods and technology that are tailored to the abilities of each learner. Education units create teaching modules that lead to the formation of the *Pancasila* profile and create differentiated learning Gusteti & Neviyarni, (2022). According to Tomlinson et al, (2017) differentiated learning is one of the strategies that teachers can use to meet the needs of each student. Differentiated learning is learning that provides flexibility and accommodates the needs of students to be able to increase their

potential according to the abilities of each student. This is identical to the *Merdeka* curriculum which emphasizes learning that supports students.

Differentiated learning is very closely related to *Merdeka* curriculum. Because both have the same direction and goal. In differentiated learning, students are seen as unique and different individuals, as well as in independent learning. Both of them pay great attention to students' needs. Teacher preparation in deciding which learning strategies to apply all comes from the identification of different student profiles so that students can be fully involved during learning with a feeling of independence and happiness. Differentiated learning is one strategy that can be used by teachers to meet the needs of each student.

Differentiated learning is manifestation of pro-student learning that is designed, implemented and assessed to meet the individual needs of students by taking into readiness, learning interest, and learning profiles Kristiani et al., (2021). Saleh (2021) stated that differentiated learning as teachers providing to students' need, instead of teaching using the same method or strategy for all the learners in a particular classroom. In the process of learning activities, it is emphasizing that the process will be students-centered, the teacher will act as a facilitator who provides a process design for student learning activities as well as mentors and supervisors for the continuity of learning activities.

According to Tomlinson (2001), academically there are three differences between students, namely the level on readiness, interest, and learning profile. Readiness level refers to the level of knowledge and understanding students

have. Interests are things that are considered interesting by students. Then the learning profile is the learning style that is considered the most effective individual. Teachers must be able to ensure that each student can get effective and appropriate learning even though there are various differences in one class.

Also, Baumgartner, Lipowski, & Rush (2003) stated that providing a variety of learning choices based on student needs encourages the possibility that students will get appropriate learning. Teacher will also be able to ensure that each student is doing tasks that are challenging. That way, students will continue to be motivated and learning will meet their needs. Differentiated learning has been proven to have a positive impact on students and it will create a positive perspective of students towards the lesson. Gibson (2013) decided that differentiated learning nowadays is a vital tool to engage students and address the different needs of all students. Also, this differentiated learning focuses on making differences in student's characteristics as the basis of the process of learning activities. With these differences in characteristics, the learning process will be much easier.

MTsN 6 Agam is one of the schools that applied *Merdeka* curriculum on the 2022/2023 academic year. This curriculum was applied in the 7th until 9th grades. Based on the preliminary research that conducted in MTsN 6 Agam by doing observation and interview activities of teachers on June 5th, 2023 was founded several problems. Teachers only did need analysis on one aspect only which is learning styles. It can be seen from the results of the test only to find out students' learning style. In fact, differentiated learning can be implemented

by attending several things there are student abilities, student learning styles, and student needs. Thus, teachers difficult to ensure whether student's needs are met and students understand the learning since they have different on charecteristic.

Furthermore, the teaching materials are the same for all students. Teacher must be able to collect a variety of learning material to accommodate the needs of each student. Meanwhile, some teachers only used the textbooks titled "English for Nusantara" provided by the school in learning English. According to Tomlinson (2001), in differentiated learning students are given a variety of learning material choices.

Other problem found that when implementing differentiated learning, some students were difficult to understand the material given. Also, based on interview with the teachers, teacher drew conclusions by looking at the background of the students' previous school who did not study English at all. There were students who their English skills are still very low, and other students are very fast in accepting learning. It can be concluded that the students also had different level of ability in English subject. This is not in accordance with aspects of student readiness because teachers have to cover the phases that students have not obtained at the previous level.

The existing theories and those found in the field are very different. Teachers have not implemented differentiated learning in accordance with the existing theories and it is necessary to pay attention to this and examine the implementation of differentiated learning in phase D. Lastly, this research

focuses with the title “An Analysis of Differentiated Learning in English Subject of Phase D in *Merdeka* Curriculum at MTsN 6 Agam”.

B. Identification of the Problem

Based on the background above, there are some problems can be identified as follows:

1. Some teachers less in identifying learning style to understand students’ need since they have different characteristics.
2. Some teachers lack of learning materials in implementing differentiated learning.
3. Some students did not have basic in English subject because most of them did not learn English in previous level.

C. Research Question

According to the limitation of the research above, this research formulates the research questions are:

1. How did the teachers implement differentiated learning in English subject?
2. If the teachers did not do differentiated learning, why the teachers did not implement differentiated learning?

D. Purpose of the Research

Related to the limitation of the problem above, the objectives of this research are:

1. To analyze the implementation process of differentiated learning in English subject of phase D at MTsN 6 Agam in academic year of 2022/2023.
2. To know why the teacher do not implement differentiated learning?

E. Significant of the Research

The researcher hopes that the result of this research will be useful for:

1. For Researcher

   For researcher, this research is written to fulfill the prerequisite of achieving bachelor degree and get knowledge about differentiated learning and its implementation in English subject.

2. For Teacher

   For the teacher, this research will be useful to guide the teachers to implement differentiated learning in teaching English subject.

3. For the next Researcher

   The research is expected to give future researchers reference about curriculum *Merdeka* and differentiated learning. Also, this research will be useful for the future researchers who want to conduct the research related to analysis of differentiated learning.

F. Definition of Key Terms

To avoid misinterpretation of key terms, the research defines as follow:

1. Differentiated Learning

   Differentiated learning is a learning that is tailored to the needs that structured based on student differences.

2. Phase D in *Merdeka* Curriculum

Phase D in *Merdeka* curriculum refers to a specific stage of competency development for students in Grade 7 to 9 (JHS or equivalent, typically ages 13-15).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Differentiated Learning

a. Definition of Differentiated Learning

Differentiated learning is a learning that would facilitate student's diversity in learning and put students at core and center of learning process and can help teachers in facilitating effective classroom management. According to Tomlinson (2005), differentiated learning can be defined as a teaching philosophy based on the premise that students can get the best learning when the teaching teacher is able to accommodate differences in their level of readiness, interest, and also their learning profile.

Differentiated learning is a learning theory based on the premise that instructional approaches should be based on the different characteristics of individuals in the classroom that respond to the needs of learners by Adriany (2009)**.** Differentiated learning is learning that takes into account student's individual differences. Although this teaching model is oriented

towards student's individual differences, it does not mean that teaching should be based on the principle of one teacher to one student.

Hockett (2018) has outline a set of principles for differentiated learning that emphasize the importance of clear goals, ongoing assessment, and flexibility in instruction to meet the diverse needs of students effectively. They provide a comprehensive framework for implementing diffarentiated learning in the classroom. Purba et al., (2021) stated that differentiated learning is one way for teachers to meet the needs of each learner because differentiated learning is a teaching process in which learners can learn the lesson materials according to their abilities, likes, and needs so that they are not confused and fail in their learning experience. In differentiated learning, teachers must understand and realize that there is no single way, method, strategy that is done in learning a lesson material.

Differentiated learning is a learning used by teachers to improve students' abilities based on adjusting student characteristics to the process of learning activities in class. In this case, the teacher will play an important role in planning the learning process so that the learning activities will be accordance with the characteristics of students.

b. Elements of Differentiated Learning

There are several elements of differentiated learning that need to be considered, including those proposed by

Otherwise, Marlina (2019), there are four elements of differentiated learning, namely:

1. Content

   Content relates to the curriculum and learning materials. In this aspect, teachers modify the curriculum and learning materials based on students' learning styles and disabilities. Curriculum content is adapted to students' conditions and abilities. Generally, teachers are unable to control specific curriculum content (which cannot be understood by all children) based on students' learning styles and adjust learning materials based on their disabilities. Examples of differentiation in the content are:

   1) Using reading materials at various readability levels.
   2) Using vocabulary lists to determine students' level of readiness.
   3) Presenting ideas through auditory and visual means sight.
   4) Using reading companions.
   5) Using small groups to teach ideas or skills to students who are having difficulty, as well as extending the thinking or skills of learners who have mastered.

2. Process

   Process is how students process ideas and information. How students interact with the material and how that interaction plays a part in determining students' learning choices. Because of the many different learning styles and preferences that students exhibit, the

classroom must be modified in such a way that different learning needs can be accommodated properly. Examples of differentiation 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.

3. Product

Product is how students demonstrate what they have learned. Learning products allow teachers to assess the material students have mastered and provide the next material. The student's learning style also determines what kind of learning outcomes will be shown to the teacher. Examples of differentiation in product components are:

1) Giving students a choice of how to express learning needs (such as putting on a puppet show, writing a letter, or creating a poem).
2) Using rubrics that match and extend the diversity of student skill levels.
3) Allowing students to work alone or in small groups to complete tasks.

4) Encouraging students to create their own assignments.

4. Learning Environment

Learning environments is how students work and feel in learning. Examples of differentiation in the learning environment component are:

1) Ensuring there are places in the room to work quietly and without distractions, as well as places that provide for students to collaborate.
2) Providing materials that reflect different cultures.
3) Establish clear guidelines for independent work that are appropriate to the needs of the students.
4) Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately.
5) Helping students understand that some students need to move around to learn, while others prefer to sit quietly.

Meanwhile, according to Direktorat Jenderal Pendidikan Islam, Kemenag RI (2022), in conductiong differentiated learning, educators can choose one or combine of the three elements below:

1. Content

In differentiated learning, teachers adjust the content of what is being taught to accommodate the varying readiness levels, interests, and learning profiles of students. This ensures that students are appropriately challenged and engaged with the material. Based on

the results of the initial assessment, students are mapped based on their respective abilities. Next, the teacher facilitates learning based on the ability of the initial assessment results and their respective learning speed to achieve the planned material target in a certain period of time. in a certain period of time.

2. Process

   Differentiating the process of learning involves varying how students access content. Some students may benefit from more hands-on activities, while others may excel with visual aids or group discussions. The learning process and forms of assistance can be differentiated according to the readiness of students. With a variety of approaches, methods, strategies, models and learning media such as modeling combined with independent work, practice and review, independent assignments, peer tutors, natural media and others to suit the abilities, interests and learning styles of learners also to to meet the diverse needs of learners.

3. Product

   Students can demonstrate their understanding and skills in different ways. Differentiated learning allows students to express their knowledge through varied assessments or projects. For example, one student might write an essay to showcase their understanding, while another might create a presentation or engage in a practical demonstration.

4. Learning environment

The classroom environment plays a crucial role in differentiated learning. Teachers create a supportive atmosphere where students feel safe to take risks, ask questions, and participate actively. Flexible grouping, individualized support, and a positive classroom culture are essential components of a differentiated learning environment.

From the explanation above, differentiated learning helps learners achieve optimal learning outcomes, products will be produced according to their interests and learners are allowed to choose how to demonstrate understanding that suits them. In addition, these elements are designed to create more inclusive and effective learning environment that caters to the diverse needs of students .

c. Characteristic of Differentiated Learning

According to Tomlinson (2014) stated the following key characteristics of differentiated learning which are designed to meet the diverse needs of students in the classroom. These characteristics include:

1. Student-Centered Approach: Differentiated learning places students at the center of the learning process. It recognizes that students have different learning styles, abilities, and interests and seeks to tailor instruction to accommodate these differences.
2. Assessment and Readiness: Teachers use ongoing assessment to understand students' readiness levels, strengths, and weaknesses.

This information helps guide instructional decisions to ensure that all students can access and engage with the curriculum.

3. Flexible Grouping: Differentiated learning often involves flexible grouping strategies. Teachers may group students based on their readiness, interests, or learning profiles. These groups can change as student progress and their needs evolve.
4. Varied Content: Differentiated learning offers a range of content options to address different learning preferences and readiness levels. This might include providing alternative texts, materials, or resources to meet individual needs.
5. Multiple Learning Pathways: Teachers offer various pathways for students to explore and understand the content.

Meanwhile, Ditasona (2017) to effectively find students needs, the teachers differ the three characteristics namely:

1. Student readiness; Readiness refers to the students' level of skills and background knowledge. Use diagnostic assessment to determine student readiness. Teachers can give pre-tests, question students about their background knowledge, etc.
2. Students' interests; Interests refer to topics that students may want to explore or that will motivate them. The teacher can ask students to tell them what their specific interests are in a particular topic, and then the teacher can try to incorporate those interests in their lessons.

3. Students' learning profiles; this includes how fast students learn (fast or slow learners), learning styles (visual, auditory, or kinesthetic learners), and grouping preferences (individual, small group, or large group). A simple one is to ask students how they learn best and by observing students' activities.

These characteristics collectively create a learning environment where every student has the opportunity to succeed and stand out based on their unique strengths and challenges.

d. Implementation of Differentiated Learning

According to Purba et al., (2021) in differentiated learning the four aspects that are in the teacher's control are Content, Process, Product, and Environment. Environment or Learning Climate in the classroom., namely:

1. Content

Content refers to what students learn. In differentiated instruction, the content can be modified based on students' readiness levels, interests, and learning profiles. This may involve:

- Adjusting the complexity of the material presented.
- Providing various resources (e.g., texts, videos, hands-on activities) to cater to different learning preferences.
- Offering choices in topics or themes that align with students' interests to enhance engagement.

2. Process

The process encompasses how students engage with the content. Differentiated instruction allows for varied methods of teaching and learning activities, such as:

- Using diverse instructional strategies, including cooperative learning, independent study, and direct instruction.
- Implementing tiered activities that provide different levels of challenge based on student readiness.

3. Product

Product refers to how students demonstrate their understanding and mastery of the content. In a differentiated classroom, products can vary widely to accommodate different abilities and preferences:

- Offering choices in assessment methods, such as presentations, written reports, or creative projects.
- Allowing for varied formats (e.g., digital presentations vs. traditional essays) to showcase learning.
- Setting different expectations for quality and complexity based on individual student goals.

4. Learning Environment

The learning environment includes the physical or emotional setting in which learning takes place. A differentiated learning environment is designed to be supportive and inclusive:

- Creating flexible seating arrangements that promote collaboration and comfort.

- Establishing a positive classroom culture where all students feel valued and respected.
- Incorporating technology to facilitate personalized learning experiences.

Differentiated learning is essential for addressing the diverse needs of students in today's classrooms. By focusing on content, process, product, and learning environment, educators can create a more inclusive educational experience that promotes engagement and success for all learners. Differentiated learning not only enhances academic achievement but also fosters a love for learning by recognizing and valuing individual differences among students.

Reis, Sally; Renzulli (2018) stated that differentiated learning can be effectively implemented by considering the key elements of content, process, product and learning environment as follows:

1. **Content Differentiation**

   Each student has different academic abilities and interests and teachers can differentiate the content that will be delivered to students. Some students that need content that fits their interests, or more or less content that is challenging and appropriate to their learning level, and not every student does not have to receive the same content in all the subjects that are given to them. Tomlinson (2001) stated that for content differentiated the teacher can modify the content of the material to be studied. For example, a teacher

adjusts the material given to each student based on their learning readiness. In addition, Kristiani et al., (2021) mentioned things that teachers can do in differentiating the content to be learned by learners are using varied materials, using learning contract, providing mini-lessons, presenting material with various learning modes, and provide various support system.

The content is the learning material itself. Differentiating content means varyig what students learn. This can involve providing different reading materials, texts, or sources based on students' readiness levels, interests, or learning profiles. Differentiated content can be done to accommodate the needs of students who have high and low intellectual levels.

2. Process Differentiation

All students also have different learning styles. Some learn very well, quickly through group work and some by working alone, some learn with projects, while others learn best through discussion. Teachers can differentiate the learning process by using different learning strategies that suit individual or group tendencies in the class.

Tomlinson (2001) said in differentiating process, the teacher will differentiate the way in exploring the concept of the material given to students. For example, students are given the opportunity to explore material concepts through videos, discussions, or questions

and answers. Differentiating the process refers to tailoring how students learn. It involves modifying the activities, approaches, and method used for instruction to match students' needs and preferences.

Meanwhile, Husni (2013) in implementing process differentiation, activities should meet the criteria of being activities that use learners' information skills, differing in difficulty and the way they are achieved. Meaningful activities undertaken by learners in the classroom should also be differentaietd based on learners' redainess, interests and learning profiles. In addition, Defitriani (2018) argues that process differentiated includes flexible grouping and various strategies in the learning process. Thus, process differentiation is a variety of activities carried out during the learning process. Flexible grouping is expected to improve students' understanding of the new material. The teacher can conduct an introduction of the learning material to the whole class, followed by small group disscussions or pair work. Process is how students get information or how they learn. In another sense, it is the student's activity in gaining knowledge, understanding and skill based on the content to be learned.

3. Product Differentiation

Students express what they have learned in different ways. Some students prefer to express themselves in writing, while others with

technology, social action or visuals. Teachers can differentiate products by giving choices to students, when practicing, to choose their own way of expressing or displaying/showing what they have learned. Tomlinson (2001) said the thing that can also be modified by the teacher is the product. The product is a form of student learning outcomes or the form of assignments given to students. For example, students are given the opportunity to choose the form of their assignment, which can take the form of project assignments or daily homework.

Meanwhile, Isrotun (2022) stated that giving learners various options to express their learning needs (such as through making puppets, letters, or poems), using appropriate rubrics to raise the standard for learners, letting learners work alone or in small groups to complete tasks, and encouraging them to design their own tasks are all example of product differentiation. Product are evidence of what they have learned and understood. Students will demonstrate or apply what they have understood.

At the same line, Defitriani (2018) mentioned product differentiated includes tiered tasks, rubrics, alternative assessments, modified homework and independent projects. When differentiating by product, students can choose from variety of assignments. Each student learns the same material and process as the others, but has an individual endpoint.

4. Environmental Differentiation

The learning environment should also be adjusted to the learners' readiness to learn, their interests, and their learning profile so that they have high motivation in learning. According to Husni (2013) teachers can prepare several seating arrangements for learners that are posted on the classroom notice board according to their learning readiness, interests and learning styles. So, learners can sit in different large or small groups, work individually or in pairs.

At the same line, Kristiani et al., (2021) said that groupings can also be made based on learners' similar interests, as well as different or similar levels of readiness depending on the learning objectives. Basically, teachers need to create a pleasant atmosphere and learning environment for learners so that they feel safe, comfortable and calm in learning because their needs are met. In addition, Isrotun (2022) explained that examples of differentiating the learning environment include providing quiet and undisturbed learning spaces and spaces for learners to collaborate, providing content that reflects different cultures, having clear self-learning guidelines according to learners' needs, developing the habit of helping learners with special needs even when teachers are busy serving other learners, and letting learners know that there are other learners who need them.

Teachers can differentiate learning environments and manage them. Students have the opportunity to work in groups where

students have the opportunity to demonstrate their own styles, or teachers can introduce new technology, or take children to study in the laboratory, library or on field trips.

2. Phases in *Merdeka* Curriculum

The *Merdeka* curriculum which is applied in Indonesia is designed to provide flexibility in learning by emphasizing character development, basic competence, and student interest. According to Penyusun (2024), in *merdeka* curriculum, learning outcomes/achievement (CP) are designed based on phases. Learning outcomes is a learning competence that must be achieved by students at every level of education. Phases are stages of learner development. The longer time span is set so the lesson materials are less dense and the students have sufficient time to deepen the material and develop competencies.

Based on Pendidikan et al., (2022), the *Merdeka* curriculum in Indonesia particularly in the English subject, is structured into several phases aimed at enhancing student learning and development. Here's an overview of the phases involved:

1. Phase A which is introduction to English, generally for grades I and II (SD/MI/Package A programmed).
    - Focuses on basic communication skills.
    - Introduces simple vocabulary and phrases.
    - Encourages listening and speaking through interactive activities.

2. Phase B that is developing understanding, generally for grades III and IV (SD/MI/Package A programmed).
    - Expands vocabulary and sentence structure.
    - Introduces reading comprehension skills.
    - Engages students in more complex dialogues and discussions.
3. Phase C which is application of skills, generally for grades V and VI (SD/MI/Package A programmed).
    - Emphasizes practical use of English in various contexts.
    - Encourages writing short paragraphs and stories.
    - Integrates projects that require collaborative work using English.
4. Phase D that is mastery and evaluation, generally for VII-IX (SMP/MTs/Package B programmed).
    - Focuses on refining language skills for fluency.
    - Involves critical thinking and analysis of texts.
    - Prepares students for assessments that evaluate their comprehensive understanding of the English language.

Each phase is designed to build upon the previous one, ensuring a progressive development of language skills tailored to students' needs and readiness. The curriculum emphasizes a student-centered approach, allowing for flexibility and adaptation based on individual learning paces and interests. This structured progression aims to foster not only language proficiency but also confidence in using English in real-life situations,

aligning with the broader goals of the *Merdeka* curriculum to create competent, character-driven learners who embody the values of Pancasila.

B. Review of Related Literature

There are some studies related to differentiated learning. The first research titled "*Analisis Pembelajaran Berdiferensiasi sebagai Bentuk Implementasi Kebijakan Kurikulum Merdeka*" by Halimah (2023). The method of the research is literature review. The aim of this study is to provide a clearer and deeper understanding of differentiated learning. The finding of this research provided differentiated learning is a form of independent learning, which is a form of implementation of an independent curriculum that aims to give students freedom in learning according to their learning styles, interests, and ways of learning.

The second research was written by Alya et al., (2024) that has title *"Teachers' Perceptions on Differentiated Learning in Teaching English Speaking Skill Among Upper Secondary School Students: A Conceptual Paper"*. This research discussed how upper secondary school teachers view the implementation of differentiated instruction in enhancing students' English-speaking skills. This research employs a conceptual framework based on existing literature rather than primary empirical data collection. The finding highlights the significance of adapting teaching methods to meet diverse learner needs, emphasizing the positive impact of differentiated learning on student engagement and performance. The paper aims to provide insights into effective practices and the perceptions of educators regarding the use of differentiated

learning in ESL classrooms, ultimately advocating for tailored instructional approaches to better support student learning outcomes.

The third research was conducted by Barlian et. al., (2023) that has title *"Implementasi Pembelajaran Beriferensiasi dalam Kurikulum Merdeka pada Mata Pelajaran Bahasa Inggris"*. This research utilized a descriptive qualitative methodology. This approach involved data collection through diagnostic assessments, curriculum analysis, and observations to tailor teaching strategies to students' individual readiness, interests, and learning profiles. The findings indicated that differentiated learning was effectively implemented in three stages: planning, where teachers assessed students' learning styles; execution, which involved adapting content, processes, products, and learning environments to meet diverse student needs; and evaluation**,** where formative and summative assessments were conducted to refine future teaching practices. Challenges such as teacher competencies and resource availability were noted, with recommendations for professional development and improved school facilities to enhance the implementation process.

The fourth research was executed by Sundari (2023) titled *"English Teachers' Perceptions and Practices of Differentiated Instruction (DI) in the Merdeka Curriculum"* investigates how Indonesian English teachers implement differentiated instruction within the framework of the *Merdeka* curriculum, which emphasizes student-centered learning. Utilizing a qualitative approach, the research employed various instruments such as document analyses, classroom observations, questionnaires, and interviews to gather

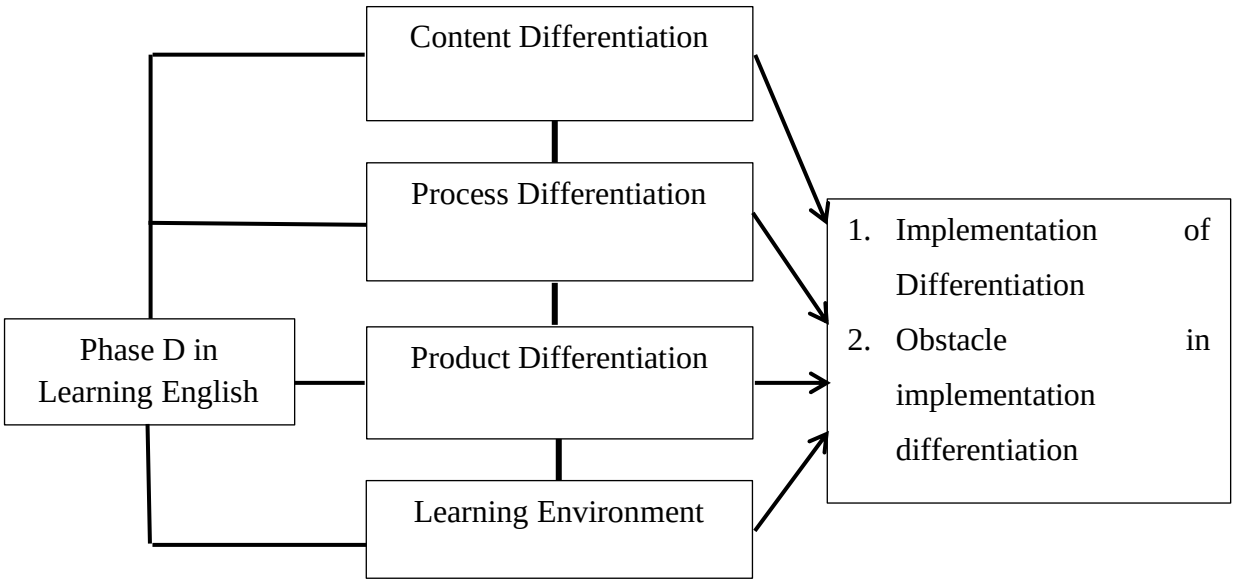
comprehensive data on teachers' practices and perceptions regarding DI. The findings indicate that while teachers demonstrated a solid understanding and commitment to differentiated strategies, practical challenges hindered their effective application in diverse classroom settings. Specifically, issues such as insufficient training, high student-to-teacher ratios, and systemic constraints were identified as barriers to fully realizing DI principles.

The fifth research conducted by Maulidia & Prafitasari (2023) that has title "*Strategi Pembelajaran Berdiferensiasi dalam Memenuhi Kebutuhan Belajar Peserta Didik*". The literature review method is used to collect and analyze articles, books, and other sources relevant to this topic. The study shows that *Strategi Pembelajaran Berdiferensiasi* (SPB) is an approach that involves the use of different strategies and approaches to meet the learning needs of individual students. Several strategies that are often used in SPB include reverse teaching, flexible grouping, different assignments, and the use of different resources. Research also shows that SPB can increase student motivation, engagement, and learning outcomes.

These preceding studies share both similarities and differences with the research that will be conducted. The similarity is that all these studies focused on differentiated learning. However, the difference arises from the specific aspects explored in the implications of differentiated learning related to the implementation of differentiated learning, while this study will analyze differentiated learning in phase D.

C. Conceptual Framework

A concept of this research as follows:



The conceptual framework above designed to explain how this research was conducted. This research was conducted to analyze differentiated learning in English learning of phase D. Future research was analyzed the implementation of differentiated learning within the English subject for Phase D under the *Merdeka* curriculum framework.

CHAPTER III

RESEARCH METHOD

A. Setting of the Research

This research was conducted in MTsN 6 in Agam Regency. The design of this research was qualitative. According to Creswell (2013) qualitative research is an approach to exploring and understanding the meaning of individuals or groups related to social problems that can be used to interpret, explore, or gain a deeper understanding of certain aspects of human beliefs, attitudes, or behavior. The qualitative method was choosen for its ability to capture the complexities of educational practices and understand the lived experiences of teachers and students within the context of the *Merdeka* curriculum.

This research used qualitative approach with case study method. Creswell (2009) defined that a case study is a type of research in which researchers conduct an in-depth exploration of programs, events, processes, activities, one or more people. A case study is bound by time and activity. This research employs a qualitative case study approach to explore the experiences and practices of English teachers implementing differetiated learning strategies. The data was collected in detail using variety of continous data collection procedures.

B. Informant of the Research

The informants of this research were 3 English teachers at MTsN 6 Agam. They are teaching English using *Merdeka* curriculum at present and they teach at seventh, eighth, and nine grade.

C. Instrument

Instrument as a part of data collection typically involves a set of tools and methods to collect and analyze the data. As reported by Creswell w. (2009) various instruments are used to collect data for qualitative research. Therefore, the instruments that used in this research were:

1. Observation

Observation means observing and recording systematically the symptoms that appear on the object of research. However, John W. (2012) stated that observation as systematic tool or protocol developed to collect and record data through direct observation of behaviors, events, or phenomena. This instrument was designed to enhance the rigor and reliability of observational research by providing structured guidelines for data collection. This observation is more widely used in survey statistics. Observations at the location concerned were able to decide which measuring instrument is right to use. In this research, classroom observations was carried out to see how differentiated learning is implemented in practice, focusing on instructional strategies, student engagement, and classroom dynamics. This observation observed the actions of teachers and students at MTs N 6 Agam obviously. Thus,

research can be carried out by involving in the activities observed or by be a part as an observer.

Table 3. 1 Indicator of Teacher's Observation

Sub Variable	Indicators
Content	Adjusting the complexity of the material presented based on the level of readiness and interest of students
	Adjust how the teaching material to be taught
Process	Meaningful activities that uses students' information skills.
	Differ in terms of difficulty level and how to achieve it
Product	Designing product that learners will work on
	Determining choices in assessment methods
	Explaining how students can present the products they have worked on
Learning Environment	Flexible seating arrangements
	Establishing a positive classroom environment

(Purba et al., 2021)

2. Interview

Interview is an oral question and answer between two or more people directly with specific purpose. Information obtained from the results of the

interview were parsed and reprocessed in the research. With the interview, it can be dig up more in-depth and quality information by developing questions that are appropriate to the current situation. Also, it can get special things that often go unnoticed.

There are numerous kinds of interviews. Estenberg in more clarification label the sort of interviews into 3 sorts: structured interview, semi-structured interview, and unstructured interview. That is supported with the aid of Gay L. (2012) who divided the types interviews into sorts; structured and unstructured. Gay stated that unstructured interviews is similar to causal communication however it has feature to achieve more complicated facts associated with the issue whilst in based interview, researcher already prepared the listing of questions and expected answer as nicely. Gay classified semi-structured interview into the aggregate of those types of interviewed.

This research was used semi-structured interview. It prepared the list of questions but the interview might be performed casually. Interviews in this study were conduct by observe to teachers to obtain information about the application of differentiated learning or students responses during learning activities in the classroom. From the interview, data obtained to support the research.

Table 3. 2 Indicator of Teacher's Interview

Sub Variable	Indicators
Content	Adjusting the complexity of the material presented based on the level of readiness and interest of students
	Adjust how the teaching material to be taught
Process	Meaningful activities that uses students' information skills.
	Differ in terms of difficulty level and how to achieve it
Product	Designing product that learners will work on
	Determining choices in assessment methods
	Explaining how students can present the products they have worked on
Learning Environment	Flexible seating arrangements
	Establishing a positive classroom environment

(Purba et al., 2021)

3. Documentation

Sugiyono (2013) stated that documents are note of events that have passed. Documents are in the form of writings, pictures or monumental works of a person. This technique is use as a complement in collecting data from observations and interviews that are useful for research results.

Before making observations, it is better look for references through books, journals, articles on the internet and other sources that are consider relevant to the problem under study. The document that was collected for this research is the document in the form of diagnostic assessment of learners, documentation of learning activities, teachers' data and other documents related to the research.

D. Data Validity Testing

Data validity testing is a testing process to ensure that the data used in research or analysis can be trusted and actually measures or represents the intended concept or variable. According to Masrikhin (2014), validity is the degree of accuracy between the data that occurs on the object of research and the data that can be reported by researchers. The main objective is to assess whether the data is appropriate (valid) for the purpose of the research or analysis, so that the results obtained are reliable and have high accuracy. In this research, data validity testing was used to ensure that the measuring instruments (observation checklist and interview questions) used are in accordance with what will be measured.

There are several types of validity that are often tested in this process, namely content validity, construct validity, criterion validity, and empirical validity. This research used content validity to measure the extent to which the items or indicators used cover all aspects of the concept under study. Content validity is checked by asking for opinions from experts.

To assess the content validity of the instruments, the Aiken index was used, which was a systematic method for assessing the relevance of items in a measurement instrument. The Aiken index was calculated by the formula:

$$V = \frac{\sum s}{n(c-1)}$$

V = Aiken Index

Σs = Number of relevance scores given by experts

N = Number of experts who rated

c = Number of categories in the rating scale (e.g., 4 for a 1-4 scale)

Table 3. 3 Validation Of Instrument

BUTIR	Validator			s1	s2	s3	∑S	v	Keterangan
	1	2	3						
Butir 1-18	72	70	71	54	52	53	159	0,73611	Medium

Table 3.4 showed the validation scores given by three lecturers from the English Education Department namely Muthia Rahman, M.Pd, and Lena Sastri, M.Pd., and Dr. Joni Alfino, M.Pd. This validation was conducted to ensure that the checklist observation instrument used to assess the implementation of Differentiated Learning had medium validity. Each lecturer assessed important aspects, such as content, process, product, and learning environment differentiation. The validation results showed that the instrument had a validity score of 0,73611, which meant it was medium valid and reliable in accurately measuring the implementation of differentiated learning in a learning context.

E. Triangulation of The Data

Qualitative research must reveal objective thruths. Therefore, the validity of data in a qualitative study is very important. Triangulation according to Rachman et al., (2024) is incorporating the data from various existing instruments. Triangulation could be considered as the tool to test the credibility of the data. Since through triangulation, it could be seen whether the data is consistent or not. Therefore, by conducting triangulation, researcher would obtain valid data.

a. The researcher used an observation checklist to observed the implementation of differentiated learning by the teacher in English subject of Phase D.
b. Following the observations, the researcher conducted un-structured interview with the teacher to gain deeper insights into the strategies used to implementation differentiated learning.
c. Data from the three instruments was categorized according to observed differentiated learning elements, such as content, process, product and learning environment.
d. Each element was analyzed by comparing the observation checklist data with statements from the teacher.
e. The researcher evaluated the alignment between data from the observation checklist and the interviews.

f. Based on the triangulation results from the three instruments, the researcher drew conclusions regarding the implementation of differentiated learning by the teacher in English subject of Phase D.

F. Technique of Data Collection

The concept of the data collection according to Suharsimi (2002) is the way that could be used to collect data, in which it shows to an abstract, intangible object, but which could be made public. In the event of this data collection, it plunges directly into the object of research to obtain valid data.

1. Designed a checklist containing relevant indicators to measure elements of differentiated learning in English subject, ensuring indicators covered content, process, product and learning environment differentiation.
2. Conducted three observation sessions in class at MTsN 6 Agam.
3. Used a checklist as a guide to record various pre-determined items, as well as recorded videos during observation to strengthen the research instrument. The informant that gave permission to be recorded was NS.
4. Paid close attention to the activities carried out by the teacher during each learning session, record and took note in any activities or practices that corresponded to the items in the checklist.
5. The observation results from the checklist and video recordings during the lessons were used for data analysis and documentation. search for information and extracting data. This interview activities were record and the results were generated.

G. Technique of Data Analysis

Data analysis in qualitative research was done during data collection, and after completion of data collection within a given period. According to Sugiyono (2013), data analysis is the process of systematically searching and organizing data obtained from interviews, field notes, and other materials, so that it could be easily understood, and the findings could be informed to others. There are steps in qualitative data analysis suggested by Miles B., Huberman Michael, & Saldana (2014) as follows:

a. Data Condensation

In data condensation refers to the process of selecting, focusing, simpslifying, abstracting and transforming data cotained in field notes and transcripts. The data in this research was simplify and transform in various way, namely through rigorous selection through summary of brief description, classifying data in broader pattern, and so on.

b. Data Display

In qualitative research, data presentation was done in the form of brief descriptions, charts, relationships between categories, flowcharts and so on. In this case, Miles and Huberman most often used to present data in qualitative research is with narrative text, it also could be in the form of graphs, matric, networks, and charts. By follow at the data presentation, the research will more easily understand what is happening and what to do.

c. Conclusion Drawing

The final step in qualitative data analysis is conclusion and verification. The initial conclusions put forward are still temporary, and will change if no strong supporting evidence is found at the next data collection stage. But if the conclusions put forward at an early stage are supported by valid and consistent evidence when it returned to the field to collect data, then the conclusions put forward are credible conclusion. Conclusions in qualitative research are findings that have never existed before. Findings could be in the form of a description of an object that was previously dim so that after research it become clear, it can be a casual or interactive relationship, hypothesis or theory.

CHAPTER IV
FINDING AND DISCUSSION

A. Findings

In this chapter, the researcher presented the findings related to the implementation of Differentiation Learning in English Subject at MTsN 6 Agam. This data was collected through observation of the teachers. Observation allows in-depth analysis of teacher activities in implementing differentiated learning in English subject. Besides, Interview was also conducted to provide in-depth information on how differentiated learning is implemented by teachers. In conclusion, the data from observations and interviews were analyzed to answer research question.

1. The Description of the Data

The research was done at MTsN 6 Agam. There were 3 informants of this research. All of them are English teachers in MTsN 6 Agam. The first informant's name initial is NS. She teaches English on 2 classes of grade 8 and 3 classes of grade 9. The second informant's name initial is BE. She teaches English on 3 classes of grade 7 and 2 classes of grade 9. The name initial of the last informant is NL. She teaches English on 3 classes of grade 7 and 2 classes of grade 8. One of the grade 7 classes that NL teaches is a superior class.

For the description of data obtained by making observations to English teachers and conducting interviews in accordance with the research instruments that have been prepared. The observation checklist was

conducted by looking at some aspect of actions on teachers. There also some questions given to clear up teachers' explanation.

The results showed that MTsN 6 Agam has implemented the *Merdeka* curriculum optimally. Based on observations, especially at MTsN 6 Agam in English subjects, the learning process has implemented differentiated learning. After conducting diagnostic assessments and making learning plans, the differentiated learning began to be implemented with the use of learning strategies based on content differentiation, process differentiation, product differentiation and learning environment.

a) How teachers implement differentiated learning in English Subject

1) Data from Observation

In this study, observation were conducted over three meetings. The main purpose of this observation was to see how teachers implement content differentiation.

No	**Statement**	**Informant 1 (NS)**						**Informant 2 (BE)**						**Informant 3 (NL)**					
		I		**II**		**III**		**I**		**II**		**III**		**I**		**II**		**III**	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1.	Teacher adjusts a variety of teaching materials according to students' level of readiness	✓		✓			✓	✓		✓		✓		✓		✓		✓	
2.	Teacher adjusts a variety of teaching materials		✓		✓		✓		✓		✓		✓		✓		✓		✓

	according to students' interest																		
3.	Teacher adjusts a variety of teaching media (books, digital learning resource, so forth) to support students' learning styles	✓		✓		✓			✓	✓		✓		✓		✓		✓	

Table 4.1. 1 Informant Activities in Implementing Content Differentiation

The table 4.1.1 showed that teachers activities on content differentiation. It can be seen that NS consistently adjusted various teaching materials according to students' readiness levels. In the first meeting, NS conducted the engagement with words that easy to understand, so that students could mention the material to be learned. NS taught about the definition and the structure of report texts by providing teaching module. Furthermore, NS explained the material and provided exercises from what had been learned. This showed that NS had identified students' needs and provided appropriate materials. In the second meeting, students were divided into groups. Students did the exercise from the topic that the NS has chosen. In the third meeting, NS reviewed material that has learned last week and continued the next material. Students divided into groups and created mind mapping according to report text given. It can be seen that students have difficulty worked on the assignments given because some of them do not understand the assignments given. NS did not appear to adjust teaching materials according to students' interests. It showed from the topics that teacher has determined for each task that students did

either on independent or group assignments. Based on the observation, teacher adapted the media used, such as teaching module and digital learning resources, to support students' various learning styles. Teacher was chosen media that match students' characteristics, teacher used teaching modules provided with pictures to support students with visual learning styles and group discussions for students who prefer to learn collaboratively.

Table 4.1.1 showed that the BE effectively adjusted the various teaching materials according to the students' readiness level in all three meetings observed. In the first meeting, BE introduced the material with clear explanation, the material taught was passive voice. BE used concrete examples that helped students understand the concepts was taught. In second meeting, BE reviewed the previous material and continues the material by provided greater challenges for students who were ready. This shows that the teacher has paid attention to the readiness of individual students. In the third meeting, BE again showed consistency by provided more complex material, but still in a context that can be understood by students, so that all students feel involved and motivated. In terms of adjusted teaching materials based on students' interests, teacher did not show significant attention in every meeting. BE tended to asked students to do exercises that have been prepared in the teaching module. Adjusted a variety of teaching media were seem more clearly in the second and the third meeting. In the first meeting, BE explained the material teaching and provided notes.

Based on Observation, it showed that in the first meeting, NL adjusted various teaching materials to the students' readiness level. NL provided materials that are

suitable for students' abilities so that students could follow the learning well. In terms of adjusted teaching materials based on students' interests, observation showed NL did not adapted material to the preferences of each student. In the used of learning media, NL utilized various resources such as teaching modules and projectors to support students' diverse learning styles. In the second meeting, after reviewed the material, teacher gave exercises to saw progress in adjusted the teaching materials to students' readiness. In the third meeting, showed a more positive development in the way the teacher adjusted the teaching materials to students' readiness. Teachers began to apply more flexible learning strategies, such as giving different tasks according to students' ability levels. This helped students who need more time in understanding the material, while students who understand more quickly can be given more difficult challenges.

No	**Statement**	**Informant 1 (NS)**						**Informant 1 (NS)**						**Informant 1 (NS)**					
		I		**II**		**III**		**I**		**II**		**III**		**I**		**II**		**III**	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
4.	Teacher develops agenda where all students work with the same understanding and skill	✓		✓		✓		✓		✓		✓		✓		✓		✓	
5.	Teacher implements learning activities	✓		✓		✓		✓		✓		✓		✓		✓		✓	

	according to students' abilities																		
6.	Teacher implements learning activities to achieve student competencies (carry out learning activities according to students' learning styles)	✓		✓		✓		✓		✓		✓		✓		✓		✓	

Table 4.1. 2 Informant's Activities in Process Differentiation

In table 4.1.2, teachers showed a strong commitment in developed agenda and activities according to students' understanding, skills and abilities, which could seem from the "yes" responses in all meeting. In the first meeting, teachers developed a learning agenda that aims to ensure that all students work with the same understanding and skills. The agenda includes an introduction to the material, small group discussions and individual exercises. Observation showed that the teachers has designed the material in stages so that it could be understood by all students. Furthermore, students were asked for material exposure used the blackboard and open discussion in class to ensure students' understanding. In the implementation of learning activities according to students' abilities, teachers begin to differentiate the difficulty level of tasks, but they are not yet fully structured. In the aspect of adjusted to students' learning styles, the method used is still predominantly lecture-

based, so some students who are more comfortable with visual or kinesthetic learning feel less involved.

In the second meeting, the effectiveness of the previously developed learning agenda was evaluated. The teacher began to adjust the approach by adding more focused group discussion sessions, and other exercises. Observation showed an improvement in students' participation as they were more active in working together with classmates. In the implementation of competency-based learning, teachers begin to focus more on individualized evaluation by provided more frequent feedback to each student. In the third meeting, In the third meeting, observation showed a more significant improvement in the implemented of the learning agenda that ensures all students have the same understanding. Teachers implemented learning according to students' abilities, teachers began to provide more individual tasks, such as problems with different levels of difficulty based on students' understanding and the choice of working methods that can be adjusted to their learning styles.

No	**Statement**	**Informant 1 (NS)**						**Informant 1 (NS)**						**Informant 1 (NS)**					
		I		**II**		**III**		**I**		**II**		**III**		**I**		**II**		**III**	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
7.	Teacher designs products based on students' understanding, knowledge, and skills (such as projects,	✓		✓		✓		✓		✓		✓		✓		✓		✓	

	presentation, or creative writing)																	
8.	Teacher explains how the students present their products (such as presentation, demonstration)	✓		✓		✓		✓		✓		✓		✓		✓		✓
9.	Teacher determines scoring rubrics to evaluate students' products (aspects such as creativity, understanding, and presentation) based on students' product	✓		✓		✓		✓		✓		✓		✓		✓		✓

Table 4.1. 3 Informant's Activities in Product Differentiation

In Table 4.3.1, the teacher demonstrated a strong commitment to designing learning products that were tailored to students' knowledge, understanding, and skills, as evidenced by the consistent "yes" responses across all meetings. In the first meeting, the teacher's main focus was to adapt the product to students' initial understanding of the material. NS asked students to create conceptual mind maps that summarize the main concepts of the report text material that has been learned. NS gave examples of good mind maps, guided students in connecting the main concepts and sub concepts, and explained the assessment aspects such as clarity of ideas, creativity, and readability. Students find this technique helpful in

understanding the relationship between concepts. Furthermore, BE asked the students to write on the blackboard an example of a passive voice sentence that had been made. The teacher provides an assessment rubric based on the accuracy of the information. Meanwhile, NL emphasized peer practice by giving students the freedom to choose the topic that would be presented as a dialogue in front of the class. NL developed an assessment rubric based on sentence structure and delivery. In the second meeting, the teacher built on this foundation by prompting students to use their imagination in crafting descriptive sentences. The tasks were differentiated according to students' abilities, with high-ability students challenged to identify more than ten vocabulary words, while lower-ability students were tasked with finding at least ten. This thoughtful differentiation highlighted the teacher's commitment to creating varied and relevant learning products that catered to each student's level of understanding. In the third meeting, students were given the freedom to choose a famous figure to describe, which deepened their engagement in the learning process by allowing them to express their personal interests. The interactive element of having students read their descriptive sentences aloud while classmates guessed the character further enhanced their involvement and understanding, showcasing the diversity in product assignments that aligned with students' abilities and interests.

No	**Statement**	**Informant 1 (NS)**						**Informant 1 (NS)**						**Informant 1 (NS)**					
		I		**II**		**III**		**I**		**II**		**III**		**I**		**II**		**III**	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
10.	Teacher facilitates students with		✓		✓		✓		✓		✓		✓		✓		✓		✓

	study groups based on their interests and learning styles to share ideas																		
11.	Teacher facilitates students with a classroom atmosphere that supports English learning (dictionary, daily vocabulary)	✓		✓		✓		✓		✓		✓		✓		✓		✓	

Table 4.1. 4 Informant's Activities in Product Differentiation

It can be seen from the table, based on the observation conducted, the teachers created a supportive social environment in the classroom by grouping the students. However, this student grouping was not based on learning styles. Meanwhile, teachers created flexible grouping based on attendance or seating that provided. Some students were difficult to share ideas in analyzing the material. In the second meeting, students worked with their desk mates to share ideas in creating descriptive sentences, as well as performing physical movements to help their understanding of the subject.

In addition, the teacher also managed to create a classroom atmosphere that supports English learning by provided various resources, such as dictionaries and daily vocabulary. In the first meeting, the teacher introduced the dictionary as a tool that students can use to look up the meaning of words they do not know, so that they could expand their vocabulary independently. In the second meeting, teachers

integrated daily vocabulary into learning activities, where students were asked to use new words in sentences or dialogs. This not only helps students in understanding the use of words in context, but also increases their confidence in using English. Overall, the teacher's approach in facilitating learning groups and creating a classroom environment that supports English learning is very effective in improving students' engagement and understanding.

b) Data from interviews

Indicator	**Sub Indicator**	**Teachers' Explanation**
Content	Adjusting the complexity of the material presented based on the level of readiness and interest of students	**NS:** "*Tes diagnostik itu ada tes tentang mapel Ibuk, tentang penguasaan pemahaman mereka bahasa Inggris, kemudian tentang gaya belajar mereka jadi ada beberapa pertanyaan yang Ibuk siapkan untuk itu."* **BE:** *"Dalam membuat modul ajar untuk yang berdiferensiasi itu kalau yang Ibuk coba tidak ada*

		khusus modul ajarnya. Cuma perlakuannya saja yang Ibuk terapkan yang modul ajarnya tetap Ibuk ambil yang rata-rata siswanya kan. **NL:** *"Pertimbangannya kalau seandainya Ibuk hanya memakai metode yang sama monoton, jadi anak-anak yang gaya belajarnya seperti yang visual misalnya kan tidak cocok dengan gaya apalagi kalau seandainya hanya satu teknik, satu metode, satu cara."*
	Adjust how the teaching material to be taught	**NS:** *"Misalnya ada sebuah materi di kelas 8 misalnya dulu comparison degree disitu Ibuk tampilkan sebuah*

		vidio tentang ada dialog seseorang dari situ kan gaya belajar yang visual itu sudah bisa, kemudian ada tampilan dialognya yang audio kemudian nanti dalam bahan ajar yang Ibuk berikan atau LKPD nya mereka ada Ibuk suruh mereka membuat dialog sendiri." **BE: "***Kalau yang sering Ibuk lakukan anak itu kan ada beberapa orang, kita dekati, kita jadikan dia duduknya sama atau sekelompok, kemudian sementara temannya yang sudah lanjut ya silahkan, kita hadapi yang agak low."*

		NL: *"Ketika masuk dalam kelas contohnya kalau pagi, kalau pagi kan anak-anak itu lebih fresh, nah jadi Ibuk bisa menggunakan metode bisa visual dulu, menayangkan vidio atau apa untuk memancing fokus mereka. Tapi kalau seandainya ibuk masuk di jam siang, Ibuk akan berikan semacam ice breaking, untuk me refresh kembali pemikiran mereka untuk belajar, konsentrasi mereka untuk belajar."*

Table 4.2. 1 Content Interview Result

The interviewed with the three teachers showed that they have different but complementary ways of adjusting teaching materials based on students' readiness and interest levels. Informant NS explained that teacher used diagnostic tests to understand students' mastery of English and their learning styles, so as to adjust the

materials provided. Meanwhile, BE emphasized the importance of treated students differently without having to create separate teaching modules, by approached students individually and grouping them by ability. NL highlighted the importance of variety in teaching methods, avoided monotonous approaches that do not suit students' learning styles, and adjusted teaching methods based on class time, such as used videos in the first lesson.

In addition, the three teachers also showed different strategies in delivered teaching materials. NS used visual and audio media to attract students' attention, such as showed videos and asked students to create their own dialogs. BE focused on grouping students to give more attention to those who need help, while more advanced students can continue learning independently. NL emphasized the importance of created a conducive classroom atmosphere by used visual methods in the morning and ice breaking in the afternoon to maintain students' concentration. Overall, these interviews showed that all three teachers were committed to creating inclusive and effective learning experiences by adjusted teaching materials and methods according to students' needs and characteristics.

Indicator	**Sub Indicator**	**Teachers' Explanation**
Process	Meaningful activities that uses students' information skills.	**NS:** "*Kalau di kelas yang lain walaupun materinya sama mungkin ada waktu karna mereka harus memahami dahulu materi ini gitu, butuh*
	Differ in terms of difficulty level and how to achieve it	

		waktu gitu lah. Sehingga latihan mereka tidak apa, kalau dikelas unggul ini ada tambahan latihannya lagi ada berupa kemaren itu Ibuk berikan berupa tambahan latihannya tambahan latihan pengayaan lah namanya itu ada kaya teka teki silang, pembuatan ini nanti lah Ibuk liatkan contohnya." **BE:** *"Kalau yang sering Ibuk lakukan anak itu kan ada beberapa orang, kita dekati, kita jadikan dia duduknya sama atau sekelompok, kemudian sementara temannya yang sudah lanjut ya*

		silahkan, kita hadapi yang agak low. **NL:** *"Setelah Ibuk menerangkan materi Ibuk memberikan latihan"*

Table 4.2. 2 Process Interview Result

The results of the interviews with the three teachers indicated that they implemented meaningful learning activities by utilizing students' information skills, as well as differentiating the difficulty levels and methods of achievement in the teaching and learning process. Informant NS explained that although the material taught might be the same in other classes, she provided additional time for students to thoroughly understand the material. She also included enrichment exercises, such as crossword puzzles, to deepen students' understanding. This approach demonstrated that the teacher aimed to create a more interactive and enjoyable learning experience, allowing students to engage actively in the learning process.

Informant BE emphasized the importance of an individualized approach in teaching, where she grouped students based on their abilities. In this way, faster students could move on to more challenging material, while those who needed more time received the necessary support. This created an inclusive learning environment and allowed each student to learn according to their capabilities. Meanwhile, Informant NL stated that after explaining the material, she provided exercises for

the students, indicating that she also recognized the importance of practice in understanding the concepts being taught.

Overall, the three teachers demonstrated a commitment to creating meaningful and relevant learning activities that addressed the needs of their students. By differentiating the difficulty levels and methods of achievement, they ensured that every student had the opportunity to learn in a way that suited them best, thereby enhancing students' understanding and engagement in the learning process. This approach reflected a deep understanding of the importance of differentiation in education to meet the diverse needs of students.

Indicator	**Sub Indicator**	**Teachers' Explanation**
Product	Designing product that learners will work on	**NS:** "*Diberi kebebasan dari mereka apa produk hasil yang ingin mereka kumpulkan"*
	Determining choices in assessment methods	

	Explaining how students can present the products they have worked on	**BE:** *"Kalau untuk produk rata-rata Ibuk samakan semuanya, karna seandainya nanti ada yang kurang maka Ibuk akan memberikan soal yang lebih ringan dari temannya."* **NL:** *"Kalau untuk produk rata-rata Ibuk samakan semuanya, karna seandainya nanti ada yang kurang maka Ibuk akan memberikan soal yang lebih ringan dari temannya."*

Table 4.2. 3 Product Interview Result

The results of the interviews with the three teachers revealed their approaches to designing products that students would work on, as well as their strategies for assessment methods and presentation. Informant NS emphasized the importance of giving students the freedom to choose the type of product they wanted to submit, allowing for greater creativity and personal expression in their work. This approach encouraged students to take ownership of their learning and engage more deeply

with the material. Both Informants BE and NL indicated that they typically standardized the products across the class. They explained that by doing so, they could ensure that all students were working on similar tasks. However, they also noted that if any student struggled with the assigned product, they would provide easier questions or tasks to support those students. This strategy demonstrated their commitment to accommodating diverse learning needs while maintaining a cohesive classroom experience.

Indicator	**Sub Indicator**	**Teachers' Explanation**
Learning Environment	Flexible seating arrangements	**NS:** "nanti mereka selain inpare nanti ada duduk berkelompok 4 atau 5 orang dalam satu kelas, biasanya 4 lah dengan berganti ganti posisi tempat duduk, berganti-ganti pasangan. **BE:** "Memang agak susah kalau itu diterapkan kalau serentak, pas di PBM itu serentak sekali tiga saja gaya belajar anak sudah kita menerapkannya.
	Establishing a positive classroom environment	

		Agak susah Ibuk menerapkannya..*"* **NL:** *"Cenderung Ibuk menyuruh anak-anak yang abai ketika Ibuk memberikan metode ceramah, mungkin anak itu yang Ibuk suruh ke depan untuk menyelesaikannya."*

Table 4.2. 4 Learning Environmrnt Interview Result

The results of the interviews with the three teachers highlighted their approaches to creating a flexible learning environment and establishing a positive classroom atmosphere. Informant NS described how she implemented flexible seating arrangements by organizing students into groups of four or five, allowing them to change their seating positions and partners regularly. This strategy encouraged collaboration and interaction among students, fostering a dynamic learning environment. Informant BE acknowledged the challenges of implementing flexible seating arrangements simultaneously for all students, especially given the diverse learning styles present in the classroom. She noted that while it was difficult to apply this approach consistently, she made efforts to accommodate different learning styles during the teaching and learning process. This indicated her

awareness of the need to adapt her teaching methods to meet the varied needs of her students.

Informant NL mentioned that she tended to call on students who appeared disengaged during her lectures, encouraging them to participate more actively by bringing them to the front of the class to complete tasks. This approach aimed to re-engage those students and create a more inclusive classroom environment Overall, the interviews revealed the teachers' commitment to fostering a flexible and positive learning environment, despite the challenges they faced. Their strategies reflected an understanding of the importance of collaboration, engagement, and adaptability in promoting effective learning experiences for all students.

2. Analysis of The Data

In this section, the data was analysed to explore how teachers at MTsN 6 Agan implemented differentiated learning in English subject based on predetermined indicators. Data obtained from observations and interviews with teachers. This analysis aimed to provide a deeper understanding of the differentiated learning activities implemented by teachers. Each indicator was analysed match with the strategies implemented by teachers in the learning process.

1) Content Differentiation

a. Adjusting the complexity of the material presented based on the level of readiness and interest of students

The observation revealed that teachers were adept at adjusting a variety of teaching materials according to students' levels of readiness, interests, and learning styles. One teacher emphasized the importance of providing students with choices in their learning materials, stating that they give students the freedom to choose the type of product they want to submit. This approach not only empowered students but also allowed them to engage with content that resonated with their personal interests, thereby enhancing motivation and participation. By tailoring materials to meet the diverse needs of students, teachers created an inclusive environment where all learners could thrive. The use of varied resources, such as digital tools and hands-on activities, further supported different learning styles, ensuring that students could access information in ways that suited them best.

In addition to catering to students' interests, teachers also focused on adjusting materials based on students' readiness levels. One teacher noted that for the products, they usually standardized everything, explaining that if a student was lacking, they would provide easier questions than their peers. This strategy highlights the teachers' commitment to ensuring that all students are challenged appropriately while still receiving the support they need to succeed. By providing differentiated materials, teachers were able to maintain a cohesive classroom experience while accommodating individual learning needs. This approach not only helped students build confidence in

their abilities but also fostered a sense of belonging within the classroom community.

b. Adjust how the teaching material to be taught

Furthermore, the observation indicated that teachers effectively utilized various teaching media to support students' learning styles. One teacher mentioned that after explaining the material, they would give exercises, which illustrates the importance of practice in reinforcing learning. By incorporating diverse media, such as visual aids, digital resources, and interactive activities, teachers were able to engage students in multiple ways. This variety not only catered to different learning preferences but also encouraged students to take an active role in their learning process. Overall, the differentiation in content was a key factor in promoting student engagement and understanding, as it allowed for a more personalized and relevant learning experience.

2) Proses Differentiation

a. Meaningful activities that used students' information skills.

The differentiation process was assessed through the observation of how teachers developed agendas and implemented learning activities tailored to students' abilities. The findings indicated that teachers were successful in creating structured lesson plans that ensured all students worked towards a common understanding and skill level. One teacher highlighted the importance of pacing and

scaffolding in the learning process, noting that even though the material was the same, students needed time to understand it. By allowing students to progress at their own pace, teachers fostered an environment where learners could build their understanding gradually, ensuring that no student was left behind.

Moreover, the observation revealed that teachers implemented learning activities according to students' abilities, which was crucial for promoting effective learning outcomes. One teacher explained that they grouped students based on their abilities, allowing those who were more advanced to work together while providing support for those who needed it. This strategy not only facilitated peer learning but also allowed students to engage in tasks that were appropriately challenging for them. By creating a supportive atmosphere where students could collaborate and learn from one another, teachers enhanced the overall learning experience and encouraged a sense of community within the classroom.

b. Differ in terms of difficulty level and how to achieve it

Additionally, the findings indicated that teachers were adept at designing learning activities that aligned with students' competencies and learning styles. One teacher noted that after explaining the material, they would provide exercises, which underscores the importance of practice in reinforcing concepts. By incorporating a mix of individual and group tasks, teachers ensured that all students had

the opportunity to demonstrate their understanding in ways that suited their learning preferences. This differentiation in process not only supported students' academic growth but also contributed to their social and emotional development, as they learned to collaborate and communicate effectively with their peers.

3) Product Differentiation

a. Designing product that learners will work on

The observation also focused on how teachers differentiated the products that students created, which included projects, presentations, and creative writing assignments. The findings indicated that teachers were committed to designing products that reflected students' understanding, knowledge, and skills. One teacher emphasized the importance of allowing students to choose the type of product they wanted to submit, which encouraged creativity and personal expression. This approach allowed students to engage with the material in a way that was meaningful to them, fostering a sense of ownership over their learning process. By providing options for product creation, teachers not only enhanced student motivation but also encouraged deeper engagement with the content.

b. Determining choices in assessment methods

In addition to offering choices in product design, teachers also provided clear explanations of how students should present their work. One teacher mentioned that they explained how students should

present their products, highlighting the importance of setting expectations for presentations. This guidance helped students understand the criteria for success and prepared them to communicate their ideas effectively. By clarifying the presentation process, teachers ensured that students felt confident in their abilities to share their work with their peers, which is essential for developing communication skills.

c. Explaining how students can present the products they have worked on

Furthermore, the observation revealed that teachers utilized scoring rubrics to evaluate students' products, which included aspects such as creativity, understanding, and presentation skills. One teacher noted that they determined specific criteria for assessing student work, ensuring that evaluations were transparent and fair. This approach not only provided students with a clear understanding of what was expected of them but also allowed them to reflect on their own work and make improvements. By using rubrics, teachers could offer constructive feedback that guided students in enhancing their skills and understanding. This emphasis on assessment criteria reinforced the idea that learning is a process, and it encouraged students to take ownership of their learning journey by striving for excellence in their products.

4) Learning Environment

a. Flexible seating arrangements

The observation also assessed the learning environment, focusing on how teachers facilitated study groups and created a supportive atmosphere for English learning. The findings indicated that teachers effectively organized students into study groups based on their interests and learning styles. One teacher explained that they encouraged students to share ideas within these groups, fostering collaboration and peer support. This strategy not only enhanced student engagement but also allowed learners to benefit from diverse perspectives and approaches to problem-solving. By creating a collaborative learning environment, teachers promoted a sense of community and belonging among students, which is essential for fostering a positive educational experience.

In addition to facilitating study groups, teachers also worked to establish a classroom atmosphere that supported English learning. One teacher highlighted the importance of providing resources such as dictionaries and daily vocabulary exercises, which helped students actively engage with the language. This supportive environment encouraged students to practice their language skills in meaningful contexts, enhancing their confidence and proficiency. By integrating these resources into daily activities, teachers created opportunities for students to apply their learning in real-world situations, reinforcing the relevance of their studies.

b. Establishing a positive classroom environment

Moreover, the observation indicated that teachers were attentive to the dynamics of the classroom environment, making adjustments as needed to ensure that all students felt included and supported. One teacher mentioned that they would call on students who appeared disengaged during lectures, encouraging them to participate more actively. This proactive approach demonstrated the teachers' commitment to fostering an inclusive learning environment where every student had the opportunity to contribute and succeed. By being responsive to students' needs and creating a positive classroom atmosphere, teachers not only enhanced the learning experience but also supported the social and emotional development of their students.

B. Discussion

Based on the finding obtained, through differentiated learning, teachers could identify variations in students' abilities, interests, and learning styles so that teaching materials can be tailored to each individual. As what has been stated by Tomlinson, (2014) trough differentiated learning students can get the best learning when the teaching teacher is able to accommodate differences in their level of readiness, interest, and also their learning profile. This is in line with the goal of the *Merdeka* Curriculum, which is to provide flexibility in the learning process so that students can learn according to their potential and interests.

Differentiated learning begins by focusing on the individual needs of students. Based on the results of the learning style diagnostic test, teachers design activities and materials that are tailored to students' readiness, interests and learning profiles. Ditasona, (2017) explains the diversity of learners is viewed from 3 different aspects based on students' readiness, interest, and learning profile. This diagnostic test is conducted online by filling in the google form that has been provided.

Before implementing differentiated learning, teachers have prepared the teaching materials and learning media needed which is explained in the teaching module. Reis, Sally; Renzulli, (2018) in differentiated learning there is content differentiation, process differentiation, product differentiation, and learning environment. Teachers have the opportunity and ability to implement the content, process, product, and learning environment in their respective classes according to the profile of the learners in their class.

1. **Content Differentiation**

   Teachers use several learning resources in the form of worksheets and learning videos. The existence of diverse content presented by the teacher such as various examples of dialog and learning videos can facilitate students' needs based on their learning profiles, namely visual, auditory, and kinesthetic. Then the teacher re-explains the meaning of the material presented to strengthen the understanding of the learners. Students who need repetition are given additional

teaching materials, while more advanced students are given additional challenges in the form of exercises. As what Kristiani et al., (2021) said that teachers can do in differentiating the content to be learned by learners is to use varied materials, present materials with various learning modes, and provide various support systems.

2. Process Differentiation

Process is a series of activities carried out by teachers and students in the classroom. Teachers have provided clear guidelines, examples, and guidance in accordance with students' needs and ability. Teachers give students the appropriate to express their understanding according to their interests and abilities. In this differentiated learning, teachers also organize small group discussions to support collaboration. In addition, through group work and discussion teachers enrich the learning process and encourage student collaboration. In line with Defitriani, (2018) process differentiated includes flexible grouping and various strategies in the learning process.

3. Product Differentiation

Product differentiation includes how learners demonstrate their understanding of the material that has been taught. In this product differentiation, teachers give learners the freedom to express their understanding through products or works. The resulting product is a greeting card, students are given the freedom to choose the type of

greeting card that will be made. As what Isrotun, (2022) said that product differentiation includes how learners demonstrate their understanding of the material that has been taught. In this product differentiation, teachers give learners the freedom to express their understanding through products or works.

4. Environmental Differentiation

Teachers divide learners into small groups before starting the lesson. The differentiation of learning environment should be adjusted to the learners' readiness to learn, interest, and their learning profile so that students have high motivation in learning. In line with Husni, (2013) that teachers could prepare several seating arrangements for learners that are posted on the classroom notice board according to their learning readiness, interests and learning styles.

This study supports the findings of previous research on the effectiveness of Differentiated Learning. In some previous studies, such as the one conducted by Barlian et al., (2023) it was found that the implementation of differentiated learning in the *Merdeka* curriculum in English language subjects has been carried out properly by paying attention to four components namely content, process, product and learning environment. The results of this study show that the implementation of differentiated learning is more effective because of the freedom given to teachers in choosing more varied teaching methods. Compared to previous studies, it is found that

students under *Merdeka* curriculum showed higher levels of participation in learning. This factor may be influenced by the curriculum policy that gives more scope for teaching innovation.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Related to the explanation on finding and discussion of the research about the implementation of differentiated learning, this research concluded that differentiated learning have begun through conducting diagnostic assessments to understand students' readiness, interests, and learning profiles. This aligns with the *Merdeka* curriculum's emphasis on inclusivity and individualization in education. The implementation of differentiated learning in the *Merdeka* curriculum in English language subjects has been carried out properly by paying attention to four components namely content, process, product and learning environment. The study identified specific barriers, including limited diagnostic assessment outcomes that primarily focus on learning styles rather than broader learner profiles and a lack of adequate infrastructure and resources to fully support differentiated learning practices. Despite challenges, the adoption of differentiated learning has shown promise in improving student engagement and catering to diverse needs, paving the way for more effective and student-centered instruction.

B. Suggestion

Based on the conclusion above, it could be seen that implementation of differentiated learning has started properly. Therefore, some suggestion could be proposed are as follows:

1. Teachers have to maximize the results of diagnostic assessments to find out student learning profiles
2. Implementing differentiated learning requires adequate resource support in the form of varied teaching materials, access to technology and sufficient time for teachers to plan differentiated learning strategies. School need to ensure the availability of these resources to support effective implementation.
3. Regular evaluations are needed for of the implementation of differentiated learning in schools. This evaluation should involve feedback from students and teachers to ensure that differentiated learning is effective in meeting students' learning needs and can be adjusted if necessary.

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ntiateInstructioninAcademicallyDiverseClassrooms-3rdEd.pdf

APPENDICES

Appendix 1

RESEARCH GUIDELINE

Variable	Sub Variable	Indicators	Description	Data Collection
Elements of Differentiated Learning (Purba et al., 2021)	Content	Adjusting the complexity of the material presented based on the level of readiness and interest of students	Teacher adjusts material that will be taught or what will be learned by students based on students' skill, background knowledge, and topics that will motivate them.	Observation Interview
		Adjust how the teaching material to be taught	Teacher adjusts the way the material to be taught is delivered by the teacher or received by students according to the learning profile (style) of each student.	
	Process	Meaningful activities that uses students'	Teacher designs activities or learning experiences to integrate students' ability to	

		information skills.	locate, analyze, evaluate, and apply information effectively	
		Differ in terms of difficulty level and how to achieve it	The activities carried out by students in the classroom are differentiated based on students' readiness, interests, and learning profiles (styles).	
	Product	Designing product that learners will work on	Teacher creating learning products that reflect students' understanding and relate to the expected learning objectives.	
		Determining choices in assessment methods	Teacher designs the assessment criteria in the scoring rubric according to the expected quality of each aspect of learning	

		Explaining how students can present the products they have worked on	Teachers need to explain how students can present their products so that other learners can also see the products made	
	Learning Environment	Flexible seating arrangements	Includes personal, social, and physical class arrangements and is tailored to students' readiness to learn, interests, and learning profiles so that students have high motivation in learning.	
		Establishing a positive classroom environment	Creating learning environment that is safe, comfortable so that students' needs are met.	

Appendix 2

Observation Checklist

Teachers' Activities in Implementation Differentiated Learning

Teacher's Name: …….

No.	Statement	Yes	No	Note
Differentiation Content				
1.	Teacher has prepared teaching modules based on the level of students' readiness			
2.	Teacher has present of diverse learning materials (books, digital resource, so on)			
Differentiation Process				
3.	Teacher has designed activities that utilize students' information skills (searching information, data analysis, and debate)			
4.	The teacher has compiled an individual or group agenda (a list of tasks written by the teacher) that must be completed according to understanding and within a certain time			

Differentiation Product				
5.	Teacher has provided learning products based on students' understanding and skills (tests, projects, or presentation)			
6.	Teacher used detailed assessment rubrics to evaluate students products (creativity, understanding, and presentation)			
Learning Environment				
7.	Teacher has arranged the desks to facilitate different learning activities (individual, pair, and group work)			
8.	Teacher has provided opportunities for students to work in group and share ideas.			

Appendix 3

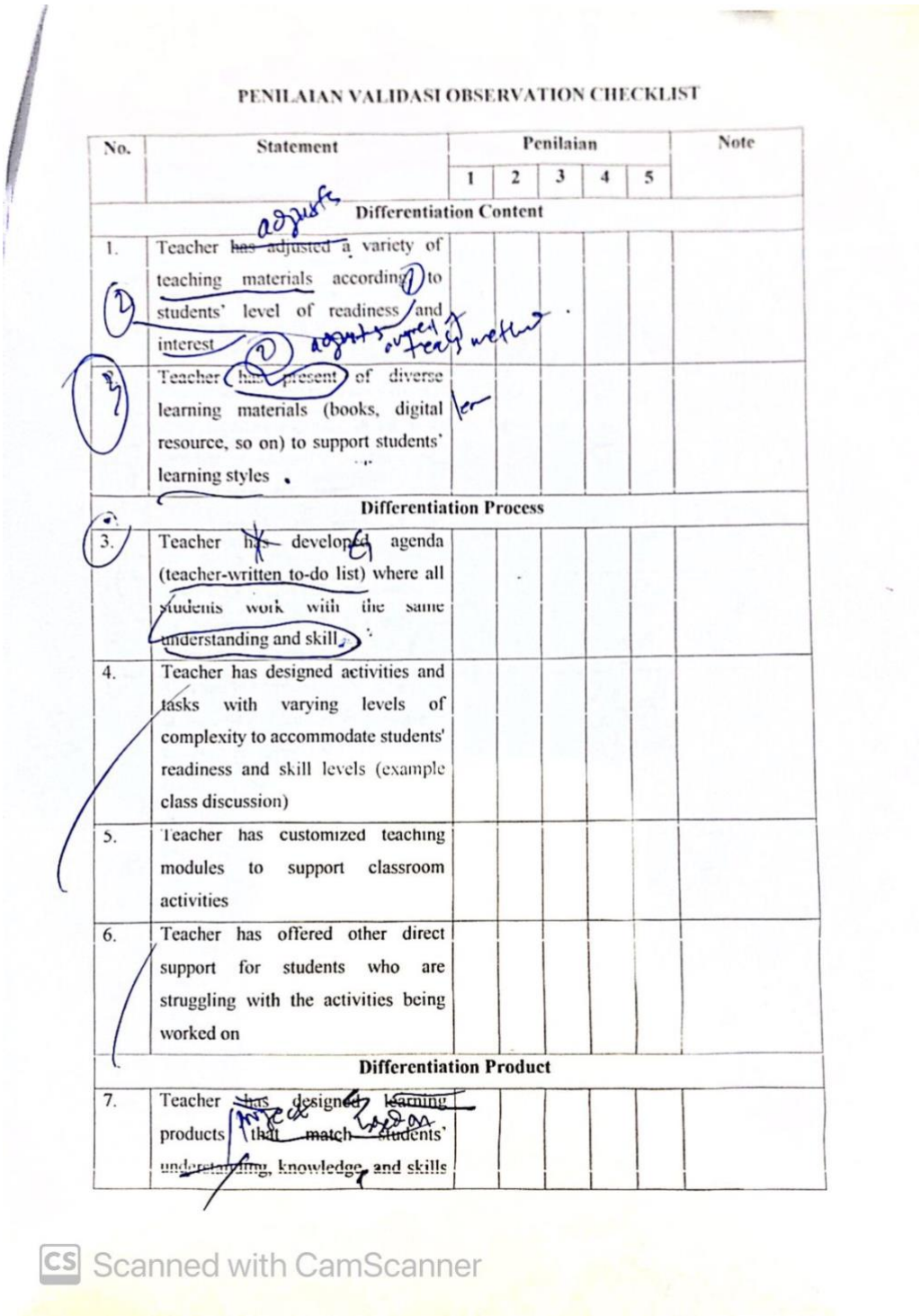
Interview Sheet for Teachers

Theory	**Questions**	**Informant**
Content	• How do you say that you have implemented differentiated learning, Mam? • What are the criteria for designing learning material that you use in the learning process, Mam?	Teacher
Process	• What is the process of differentiated learning that you find in the classroom, Mam? • How is the change evident in the quality of a students' work in learning process?	Teacher
Product	• How do you guide students to produce a product according to their understanding and abilities, Mam? • What kinds of rubrics assessment that you use to assess students' product, Mam?	Teacher
Learning Environment	• How do you create a learning environment that supports students' diverse learning styles and needs, Mam?	Teacher

Appendix 4

Validation Sheet

1. **Lena Sastri, M.Pd. (Validator)**



PENILAIAN VALIDASI OBSERVATION CHECKLIST

No.	Statement	Penilaian					Note
		1	2	3	4	5	
	Differentiation Content						
1.	Teacher ~~has adjusted~~ a variety of teaching materials according to students' level of readiness and interest						
2.	Teacher ~~has~~ present of diverse learning materials (books, digital resource, so on) to support students' learning styles						
	Differentiation Process						
3.	Teacher ~~has~~ developed agenda (teacher-written to-do list) where all students work with the same understanding and skill						
4.	Teacher has designed activities and tasks with varying levels of complexity to accommodate students' readiness and skill levels (example class discussion)						
5.	Teacher has customized teaching modules to support classroom activities						
6.	Teacher has offered other direct support for students who are struggling with the activities being worked on						
	Differentiation Product						
7.	Teacher ~~has designed learning products that match students' understanding, knowledge, and skills~~						

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	(such as projects, presentation, or creative projects)							
8.	Teacher has provided clear explanations about how students should present their products (such as format and required elements)							
9.	Teacher used detailed assessment rubrics to evaluate students' products (aspects such as creativity, understanding, and presentation)							
	Learning Environment							
10.	Teacher established clear guidelines for independent work that are appropriate to the needs of the students							
11.	Teacher has provide opportunities for students to work in group and share ideas							
12.	Teacher has created various seating arrangement (desk, bags, group tables) that support various learning activities							

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PENILAIAN VALIDASI INTERVIEW SHEET

No.	Indicator	Questions	Penilaian					Note
			1	2	3	4	5	
1.	Content	• What are the criteria for learning materials that suit the conditions of the classroom environment and ~~each learner~~?						
		• How do you deliver the materials to students according to their ~~learning preferences~~?						
		• How do you say that you have implemented differentiated learning, Mam						
2.	Process	• How do you design activities that students will do with different levels of difficulty according to students' ~~readiness~~ in learning process, Mam?						
		• What is the process of differentiated learning that you find in the classroom, Mam?						
3.	Product	• How do you guide students to produce a product according to their abilities, Mam?						
		• What are the results of						

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		students before and after learning with differentiated education?						
4.	Learning Environment	• How do you create a learning environment that supports students' diverse readiness, interest, and learning styles, Mam? • Are there any adjustments that you make in the classroom to support learning environment differentiation, Mam?						

PENILAIAN UMUM

Uraian	A	B	C	D	E
Penilaian secara umum terhadap instrument					

Komentar/ Saran:

.....

.....

.....

Bukittinggi, 16 Desember 2024

Validator

NIP.

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SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : LENA SASTRI

Jabatan : Dosen Bahasa Inggris

Dengan ini menyatakan bahwa mahasiswa yang bernama Fadila Amalia Berinal dengan NIM 2319011 dengan judul skripsi **"An Analysis of Differentiated Learning in English Subject of Phase D in *Merdeka* Curriculum at MTsN 6 Agam"** benar telah melakukan validasi instrument yang akan digunakan untuk penelitian dan pengolahan data dalam penulisan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dipergunakan sebagaimana mestinya.

Bukittinggi, 16 Desember 2024

Validator

LENA SASTRI

NIP. 198702052022032001

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LEMBAR VALIDASI INSTRUMENT PENELITIAN

Judul Penelitian : **An Analysis of Differentiated Learning in English Subject of Phase D in *Merdeka* Curriculum at MTsN 6 Agam.**

Nama : Fadila Amalia Berinal

NIM : 2319011

Fakultas/ Prodi : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk:

1. Bapak/Ibu cukup memberikan tanda *check list* (v) pada kolom yang disediakan.
2. Jika Bapak/Ibu merasa perlu memberikan catatan khusus demi perbaikan instrument, mohon ditulis di dalam kolom yang telah disediakan pada lembaran penilaian.
3. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1. : Tidak valid
   2. : Kurang valid
   3. : Cukup valid
   4. : Valid
   5. : Sangat valid
4. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   A : Dapat digunakan tanpa revisi
   B : Dapat digunakan dengan revisi sedikit
   C : Dapat digunakan dengan revisi sedang
   D : Dapat digunakan dengan banyak revisi
   E : Tidak dapat digunakan

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PENILAIAN VALIDASI OBSERVATION CHECKLIST

No.	Statement	Penilaian					Note
		1	2	3	4	5	
Differentiation Content							
1.	Teacher adjusts variety of teaching materials according to students' level of readiness				✓		
2.	Teacher adjusts a variety of teaching materials according to students' interest				✓		
3.	Teacher adjusts a variety of teaching methods (books, digital learning resource, so forth) to support students' learning styles				✓		
Differentiation Process							
4.	Teacher develops agenda where all students work with the same understanding and skill				✓		
5.	Teacher implements learning activities according to students' abilities				✓		
6.	Teacher implements learning activities to achieve student competencies (carry out learning activities according to students' learning styles)				✓		
Differentiation Product							
7.	Teacher designs products based on students' understanding, knowledge, and skills (such as projects, presentation, or creative projects)				✓		
8.	Teacher explains how the students present their products (such as				✓		

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	presentation, demonstration)						
9.	Teacher determines scoring rubrics to evaluate students' products (aspects such as creativity, understanding, and presentation) based on students' products				✓		
Learning Environment							
10.	Teacher facilitates students with study groups based on their interests and learning styles to share ideas				✓		
11.	~~The~~ Teacher facilitates students with a classroom atmosphere that supports English learning (dictionary, daily vocabulary)				✓		

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PENILAIAN VALIDASI INTERVIEW SHEET

No.	Indicator	Questions	Penilaian					Note
			1	2	3	4	5	
1.	Content	• What are the criteria for learning materials that suit the conditions of students' readiness and interest, Mam? • How do you deliver teacing materials to students according to their interest and learning preferences?				✓ ✓		
2.	Process	• How do you design activities that students will do with different levels of difficulty according to students' readiness in learning process, Mam?				✓		
3.	Product	• How do you guide students to produce a product according to their abilities, Mam? ✗ What are the results of students before and after learning with differentiated education?				✓		
4.	Learning Environment	• How do you create a learning environment that supports students' diverse readiness,				✓		

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		interest, and learning styles, Mam? • Are there any adjustments that you make in the classroom to support learning environment differentiation, Mam?						
5.	Additional	• How ~~do~~ you say that you have implemented differentiated learning, ~~Mam?~~ in your classroom, Mam?				✓		

PENILAIAN UMUM

Uraian	A	B	C	D	E
Penilaian secara umum terhadap instrument		✓			

Komentar/ Saran:

Perbaiki sesuai saran!

Bukittinggi, 16 Desember 2024

Validator

LENA JASTRI

NIP. 196901052022032001

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2. Muthia Rahman, M. Pd. (Validator)

SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : Muthio Rahman, M.Pd.

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Fadila Amalia Berinal dengan NIM 2319011 dengan judul skripsi **"An Analysis of Differentiated Learning in English Subject of Phase D in *Merdeka* Curriculum at MTsN 6 Agam"** benar telah melakukan validasi instrument yang akan digunakan untuk penelitian dan pengolahan data dalam penulisan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dipergunakan sebagaimana mestinya.

Bukittinggi, 16 Desember 2024

Validator

Muthio Rahman, M.Pd

NIP.

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LEMBAR VALIDASI INSTRUMENT PENELITIAN

Judul Penelitian : **An Analysis of Differentiated Learning in English Subject of Phase D in *Merdeka* Curriculum at MTsN 6 Agam.**

Nama : Fadila Amalia Berinal

NIM : 2319011

Fakultas/ Prodi : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk:

1. Bapak/Ibu cukup memberikan tanda *check list* (v) pada kolom yang disediakan.
2. Jika Bapak/Ibu merasa perlu memberikan catatan khusus demi perbaikan instrument, mohon ditulis di dalam kolom yang telah disediakan pada lembaran penilaian.
3. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1. : Tidak valid
   2. : Kurang valid
   3. : Cukup valid
   4. : Valid
   5. : Sangat valid
4. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   A : Dapat digunakan tanpa revisi
   B : Dapat digunakan dengan revisi sedikit
   C : Dapat digunakan dengan revisi sedang
   D : Dapat digunakan dengan banyak revisi
   E : Tidak dapat digunakan

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PENILAIAN VALIDASI OBSERVATION CHECKLIST

No.	Statement	Penilaian					Note
		1	2	3	4	5	
Differentiation Content							
1.	Teacher adjusts a variety of teaching materials according to students' level of readiness			✓			
2.	Teacher adjusts a variety of teaching materials according to students' interest			✓			
3.	Teacher adjusts a variety of teaching media (books, digital learning resource, so forth) to support students' learning styles				✓		
Differentiation Process							
4.	Teacher develops agenda where all students work with the same understanding and skill				✓		
5.	Teacher implements learning activities according to students' abilities				✓		
6.	Teacher implements learning activities to achieve student competencies (carry out learning activities according to students' learning styles)				✓		
Differentiation Product							
7.	Teacher designs products based on students' understanding, knowledge, and skills (such as projects, presentation, or creative writing)				✓		
8.	Teacher explains how the students				✓		

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	present their products (such as presentation, demonstration)						
9.	Teacher determines scoring rubrics to evaluate students' products (aspects such as creativity, understanding, and presentation) based on students' product				v		
Learning Environment							
10.	Teacher facilitates students with study groups based on their interests and learning styles to share ideas				✓		
11.	Teacher facilitates students with a classroom atmosphere that supports English learning (dictionary, daily vocabulary)				✓		

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PENILAIAN VALIDASI INTERVIEW SHEET

No.	Indicator	Questions	Penilaian					Note
			1	2	3	4	5	
1.	Content	• What are the criteria for learning materials that suit the conditions of the classroom environment and each learner?			✓			
		• How do you deliver the material to students according to their learning preferences?				✓		
		• How do you say that you have implemented differentiated learning, Mam				✓		
2.	Process	• How do you design activities that students will do with different levels of difficulty according to students' readiness in learning process, Mam?				✓		
		• What is the process of differentiated learning that you find in the classroom, Mam?				✓		
3.	Product	• How do you guide students to produce a product according to their abilities, Mam?				✓		
		• What are the results of students before and after learning with				✓		

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		differentiated education?						
4.	Learning Environment	• How do you create a learning environment that supports students' diverse readiness, interest, and learning styles, Mam? • Are there any adjustments that you make in the classroom to support learning environment differentiation, Mam?			✓ ✓			

PENILAIAN UMUM

Uraian	A	B	C	D	E
Penilaian secara umum terhadap instrument		✓			

Komentar/ Saran:

- Research guideline harus lebih dikembangkan lagi untuk di rumuskan menjadi item observasi.

Bukittinggi, 16 Desember 2024

Validator

Muthia Rahman, M.Pd

NIP.

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3. Dr. Joni Alfino, M.Pd (Validator)

SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : Dr. Joni Alfino, M. Pd.

Jabatan : Dosen Pendidikan Bahasa Inggris, FKIP, Universitas Bung Hatta

Dengan ini menyatakan bahwa mahasiswa yang bernama Fadila Amalia Berinal dengan NIM 2319011 dengan judul skripsi **"An Analysis of Differentiated Learning in English Subject of Phase D in *Merdeka* Curriculum at MTsN 6 Agam"** benar telah melakukan validasi instrument yang akan digunakan untuk penelitian dan pengolahan data dalam penulisan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dipergunakan sebagaimana mestinya.

Bukittinggi, 16 Desember 2024
Validator,

Dr. Joni Alfino, M. Pd.
NIDN: 1004056802

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LEMBAR VALIDASI INSTRUMENT PENELITIAN

Judul Penelitian : **An Analysis of Differentiated Learning in English Subject of Phase D in *Merdeka* Curriculum at MTsN 6 Agam.**

Nama : Fadila Amalia Berinal

NIM : 2319011

Fakultas/ Prodi : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk:

1. Bapak/Ibu cukup memberikan tanda *check list* (v) pada kolom yang disediakan.
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   1. : Tidak valid
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   A : Dapat digunakan tanpa revisi
   B : Dapat digunakan dengan revisi sedikit
   C : Dapat digunakan dengan revisi sedang
   D : Dapat digunakan dengan banyak revisi
   E : Tidak dapat digunakan

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PENILAIAN VALIDASI OBSERVATION CHECKLIST

No.	Statement	Penilaian					Note
		1	2	3	4	5	
Differentiation Content							
1.	Teacher adjusts a variety of teaching materials according to students' level of readiness				✓		
2.	Teacher adjusts a variety of teaching materials according to students' interest				✓		
3.	Teacher adjusts a variety of teaching media (books, digital learning resource, so forth) to support students' learning styles				✓		
Differentiation Process							
4.	Teacher develops agenda where all students work with the same understanding and skill			✓			
5.	Teacher implements learning activities according to students' abilities				✓		
6.	Teacher implements learning activities to achieve student competencies (carry out learning activities according to students' learning styles)				✓		
Differentiation Product							
7.	Teacher designs products based on students' understanding, knowledge, and skills (such as projects, presentation, or creative writing)				✓		
8.	Teacher explains how the students present their products (such as				✓		

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	presentation, demonstration)						
9.	Teacher determines scoring rubrics to evaluate students' products (aspects such as creativity, understanding, and presentation) based on students' product				✓		
	Learning Environment						
10.	Teacher facilitates students with study groups based on their interests and learning styles to share ideas				✓		
11.	Teacher facilitates students with a classroom atmosphere that supports English learning (dictionary, daily vocabulary)				✓		

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PENILAIAN VALIDASI INTERVIEW SHEET

No.	Indicator	Questions	Penilaian					Note
			1	2	3	4	5	
1.	Content	• What are the criteria for learning materials that suit the conditions of students' readiness and interest, Mam? • How do you deliver teaching materials to students according to their interest and learning preferences?				✓ ✓		
2.	Process	• How do you design activities that students will do with different levels of difficulty according to students' readiness in learning process, Mam?				✓		
3.	Product	• How do you guide students to produce a product according to their abilities, Mam?				✓		

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4.	Learning Environment	• How do you create a learning environment that supports students' diverse readiness, interest, and learning styles, Mam? • Are there any adjustments that you make in the classroom to support learning environment differentiation, Mam?				✓ ✓		
5.	Additional	• Do you think that you have implemented differentiated learning in your classroom, Mam?				✓		

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PENILAIAN UMUM

Uraian	A	B	C	D	E
Penilaian secara umum terhadap instrument		√			

Komentar/ Saran: Revisi sesuai saran

Bukittinggi, 16 Desember 2024
Validator,

Dr. Joni Alfino, M. Pd.
NIDN: 1004056802

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Appendix 5

Result of Validity Test

Butir	Validator			S1	S2	S3	∑S	n(c-1)	V	Keterangan
	1	2	3							
Butir_01	4	3	4	3	2	3	8	12	0,66667	SEDANG
Butir_02	4	3	4	3	2	3	8	12	0,66667	SEDANG
Butir_03	4	4	4	3	3	3	9	12	0,75	SEDANG
Butir_04	4	4	3	3	3	2	8	12	0,66667	SEDANG
Butir_05	4	4	4	3	3	3	9	12	0,75	SEDANG
Butir_06	4	4	4	3	3	3	9	12	0,75	SEDANG
Butir_07	4	4	4	3	3	3	9	12	0,75	SEDANG
Butir_08	4	4	4	3	3	3	9	12	0,75	SEDANG
Butir_09	4	4	4	3	3	3	9	12	0,75	SEDANG
Butir_10	4	4	4	3	3	3	9	12	0,75	SEDANG
Butir_11	4	4	4	3	3	3	9	12	0,75	SEDANG
Butir_12	4	4	4	3	3	3	9	12	0,75	SEDANG
Butir_13	4	4	4	3	3	3	9	12	0,75	SEDANG
Butir_14	4	4	4	3	3	3	9	12	0,75	SEDANG
Butir_15	4	4	4	3	3	3	9	12	0,75	SEDANG
Butir_16	4	4	4	3	3	3	9	12	0,75	SEDANG
Butir_17	4	4	4	3	3	3	9	12	0,75	SEDANG
Butir_18	4	4	4	3	3	3	9	12	0,75	SEDANG

BUTIR	Validator			s1	s2	s3	∑S	v	Keterangan
	1	2	3						
Butir 1-18	72	70	71	54	52	53	159	0,73611	SEDANG

Appendix 6 : Documentations

















Appendix 7 : Interview Transcript

INTERVIEW TRANSCRIPT

Informant 1

Interviewer : Fadila Amalia Berinal

Interviewee : Nomi Sofianti, S. S

Time : Tuesday, September 3rd, 2024

Place : English Teacher, MTsN 6 Agam

	Transcript
Iter	Bagaimana pendapat Ibuk tentang kurikulum Merdeka yang sedang berlangsung sekarang ini, Buk?
Itee	Kurikulum Merdeka, namanya Merdeka ya. Belajar Merdeka mengajar gitu nak. Merdeka mengajar dalam arti begini kami disini guru-guru bahasa Inggris yang mengajar kelas 7, 8, 9 itu sebelum masuk tahun ajaran baru kami berdiskusi menentukan apa materi yang akan kami ajarkan di kelas 7 ini dia, di kelas 8 ini dia, di kelas 9 ini dia. Dan sebelumnya itu tentu kami berpatokan kepada kurtilas kemaren pada saat kurtilas. Dalam arti, kelas 7 kalau yang simple soalnya anak-anak latar belakangnya kan ada yang belajar bahasa Inggris ada yang tidak. Jadi, secara umum kami pilah-pilah ini materi kelas 7, ini materi kelas 8, ini materi kelas 9. Itu kurikulum mengajar, jadi kami walaupun sekarang sudah ada buku, modul, atau apa itu buku-buku yang kumer katanya itu hanya sebagai acuan saja bagi kami tapi kami tidak menggunakan sepenuhnya dari A sampai Z, tidak. Kalau untuk Merdeka belajar yang artinya Merdeka belajar sebenarnya siswa itu tidak terfokus pada satu modul aja sebenarnya, mereka boleh mencari, belajar dari materi-materi lain atau sumber lain yang bisa mereka temukan. Jadi mereka dibebaskan untuk mencari itu. Namun, paling guru memandu mereka untuk ini materi kita silahkan untuk kamu cari tambahan dari bahan ajar yang Ibuk berikan gitu aja. Ibuk rasa itu yang kurikulum Merdeka.
Iter	Dalam kumer kan ada istilah pembelajaran berdifirensiasi, Buk. Nah, bagaimana pendapat Ibuk tentang pembelajaran berdiferensiasi ini, Buk?

Itee	Berdiferensiasi, differensiasi berbeda-beda dalam arti begini, kalau secara teorinya guru memberikan pengajaran atau memberikan pembelajaran di kelas itu dengan bermacam gaya sesuai dengan kebutuhan siswa soalnya siswa itu kan ada yang audio, visual, psikomotor, jadi bagaimana pembelajaran di kelas itu bisa memenuhi kebutuhan siswayang audio, yang visual, yang psikomotor, gitu ya, yang kinestetik gitu ndak. Jadi itu dia, jadi guru harus memiliki kemampuan untuk memberikan model atau metode pembelajaran yang berbeda-beda tidak hanya ceramah saja mungkin dengan diskusi, mungkin dengan menampilkan video atau apa gitu, jadi sehingga memenuhi kebutuhn siswa tersebut. Itu kalau berdiferensiasi yang pemahaman Ibuk.
Iter	Jadi berdasarkan perbedaan gaya belajar tadi Buk, tu apa pertimbangan Ibuk dalam membuat bahan ajar, Buk?
Itee	Sebelumnya sekolah kita mengadakan tes diagnostik sebelumnya dan kemaren tu tes diagnostik itu sudah minggu ketiga dan Ibuk sendiri juga sudah awal masuk ibuk memberikan tes diagnostik. Tes diagnostik itu ada tes tentang mapel Ibuk, tentang penguasaan pemahaman mereka bahasa Inggris, kemudian tentang gaya belajar mereka jadi ada beberapa pertanyaan yang Ibuk siapkan untuk itu. Jadi kalau Ibuk kan ngajar di kelas 8, jadi Ibuk lihat materi secara keseluruhan kelas 7, jadi berapa penguasaan mereka tentang materi kelas 7, kemudian bagaimana gaya belajar mereka. Kalau di kelas 9, ibuk lihat materi di kelas 8 penguasaan materi mereka di kelas 8. Dan juga pertanyaan tentang gaya belajar mereka, jadi ya sebelumnya Ibuk siapkan tes diagnostik.
Iter	Berarti berupa interview ya buk?
Itee	Bukan, ada ini lembaran soal nanti Ibuk bisa lihatkan.
Iter	Oiya boleh Buk. Abis tu, bagaimana cara Ibuk menyesuaikan materi dengan kondisi dari gaya belajar siswa yang berbeda tadi buk, bagaimana Ibuk menyesuaikan materinya. Terus bagaimana Ibuk menyesuaikan kriteria materi pembelajaran dengan kondisi lingkungan kelas yang beragam tadi, Buk?
Itee	Begini, misalnya kalau misalnya ada sebuah materi di kelas 8 misalnya dulu comparison degree disitu Ibuk tampilkan sebuah vidio tentang ada dialog seseorang dari situ kan gaya belajar yang visual itu sudah bisa, kemudian ada tampilan dialognya yang audio kemudian nanti dalam bahan ajar yang Ibuk berikan atau LKPD nya mereka ada Ibuk

	suruh mereka membuat dialog sendiri. Menyelesaikan latihan terlebih dahulu, kemudian ada membuat dialog inpare gitu jadi kan dalam situ mereka duduk berkelompok atau duduk berpasangan disitu kalau pendapat Ibuk kinestetik, anak yang kinestetik udah Ibuk libatkan. Jadi dari beragam gaya yang Ibuk tampilkan dalam satu materi itu, Ibuk harapkan semua sudah terpenuhi walaupun mungkin tidak mutlak seratus persen gitu nak tapi dari beragam tadi tu audionya sudah dapat, visualnya juga yang kinestetik mereka, mereka bekerja, mereka membuat, nanti kalau untuk ada dialog yang sebelumnya Ibuk juga mungkin menyuruh mereka untuk membacakan dan tampil ke depan tapi kalau ndak ya mereka cukup di meja mereka masing-masing tapi mereka berdialog dengan dialog yang Ibuk berikan tadi.
Iter	Berarti Ibuk samakan dengan semua lingkungan belajar ya buk, lingkungan kelas nya, atau ada perlakuan khusus di kelas?
Itee	Begini, di sekolah kita kan ada kelas unggul ya, dan termasuk Ibuk masuk di kelas unggul yang di kelas 8. Kalau kelas 9 itu Ibuk Hasnita, kelas unggul ini mungkin agak sedikit cepat untuk itu, dan disitu mungkin latihan mereka membuat dialog itu mungkin akan tercover dengan mereka latihan ke depan gitu. Tapi kalau di kelas yang lain walaupun materinya sama mungkin ada waktu karna mereka harus memahami dahulu materi ini gitu, butuh waktu gitu lah. Sehingga latihan mereka tidak apa, kalau dikelas unggul ini ada tambahan latihannya lagi ada berupa kemaren itu Ibuk berikan berupa tambahan latihannya tambahan latihan pengayaan lah namanya itu ada kaya teka teki silang, pembuatan ini nanti lah Ibuk liatkan contohnya.
Iter	Jadi apa saja jenis media pembelajaran yang Ibuk gunakan dari penjelasan Ibuk tadi?
Itee	Yang jelas bahan ajar ini, LKPD mereka dengan yang sudah Ibuk siapkan, kemudian kalau ada vidio nanti vidio Ibuk tampilkan, kemudian ini kalau dialog kadang-kadang Ibuk hanya apakan dialog dari bahan ajar ini aja. Kalau ndak ada ininya apa vidio yang di itu berarti kan Ibuk cari dialog atau bikin sendiri dialog berarti mereka Ibuk suruh. Jadi dari bahan ini aja.
Iter	Berarti Ibuk tidak memakai buku gitu, Buk? LKS? Berarti Ibuk bikin bahan ajar Ibuk sendiri ya Buk?

Itee	Iya Ibuk buat bahan ajar Ibuk sendiri dari materi yang sudah kami sepakati gitu. Mungkin ada dari buku lain tapi tidak selalu dari A sampai Z dipakein tergantung materinya. Sekali-sekali dibawa mungkin ada bright ke dalam kelas karna materi itu mungkin lebih bagus diambil, itu diambil. Jadi tidak mutlak dari satu buku, materi mulai dari halaman satu sampai halaman terkahir. Karna Ibuk sudah persiapkan.
Iter	Sejauh dari penjelasan Ibuk tadi, bagaimana Ibuk mengatakan kalau Ibuk telah menerapkan pembelajaran berdiferensiasi, Buk?
Itee	Kalau secara teori rasa Ibuk sudah. Karna Ibuk sudah memberikan beragam ini, beragam model atau metode di dalam kelas. Dan untuk pemenuhan kebutuhan siswa atau dari gaya belajar mungkin untuk seratus persen mungkin tidak, tapi secara umum Ibuk rasa sudah terpenuhi karna dari ini misalnya ini ada tentang ini kembali ada dialog, dialog mereka Ibuk suruh membaca. Atau disini ada listeningnya, mereka mendengar audio, visual mereka melihat. Dari mereka melihat kemudian dipahami dialognya. Kemudian mereka menjawab pertanyaan, menjawab pertanyaan itu mereka yang kinestetik sudah bekerja, sudah menulis. Kemudian ada beragam latihan disitu, pemahaman, ada latihan-latihan yang diberikan baik itu latihan ini. Kemudian pada saat mereka mengerjakan latihan kita periksa bersama, kita istilahnya kita cari satu kesepakatan atau satu jawaban. Sebenarnya kalau orang bahasa Ibuk rasa sudah memenuhi kriteria berdiferensiasi itu, namanya juga kita orang bahasa itu. Bahasa tidak bisa lepas dari ketiga unsur tadi, apalagi bahasa Inggris. Bahasa Inggris mereka harus visual mereka melihat tulisannya bagaimana, kemudian mereka mendengar dari guru cara pengucapannya, dan kinestetik mereka bekerja mengerjakan latihannya. Jadi sebenarnya istilah aja kayanya ya dengan gaya belajar mereka yang ada audio, visual sebenarnya sejak dulu sudah ada berdiferensiasi itu. Namun sekarang kan kita lebih istilahnya berbeda kemudian harus difokuskan mereka itu terpenuhi pembelajaran mereka itu, kebutuhan mereka itu terpenuhi.
Iter	Apakah ada perubahan atau perbedaan yang terlihat dari kualitas kerja siswa selama proses pembelajaran dengan berdiferensiasi ini buk?
Itee	Ibuk rasa ada, soalnya begini dengan adanya penekanan berdiferensiasi jadi semangat belajar mereka lebhh ini lagi lebih nampak daripada mungkin dari gaya belajar dulu

	misalnya kan ada ceramah saja, berarti ceramah merek itu hanya audio gitu nak. Kemudian visual iyalah sekali-sekali kalau ada mereka disuruh membaca gitu tapi dengan adanya penekanan berdiferensiasi semuanya tertata atau tercover ini kebutuhan mereka atau dari gaya belajar mereka. Jadi dengan adanya berdiferensiasi semangat mereka lebih nampak semangat mereka belajar daripada kalau mereka yang kinestetik kalau dengan gaya ceramah mereka hanya kaya malas, diam ini aja kan jadi terlihat membosankan. Tapi dengan adanya mereka bergerak apalagi duduk berkelompok mereka sudah bergerak, jadi bisa Ibuk rasa semangat mereka lebih lagi dan pemahaman mereka tentu akan lebih tinggi lagi untuk menguasai pembelajaran.
Iter	Bagaimana Ibuk membimbing siswa untuk menghasilkan produk sesuai dengan kemampuan siswa tadi buk?
Itee	Contoh sekarang minggu ini Ibuk greeting card. Yang jelas tema kita kan greeting card jadi mereka Ibuk bebaskan bikin apa gitu pokoknya mereka menghasilkan sebuah greeting card, jadi dengan pop up kah, atau canva kah, atau mereka bikin sendiri di kertasnya, Ibuk bebaskan. Jadi ya dari situ diberi kebebasan dari mereka apa produk hasil yang ingin mereka kumpulkan
Iter	Jadi menurut Ibuk apa perbedaan yang terlihat pada siswa sebelum dan sesudah belajar dengan pembelajaran berdiferensiasi, Buk?
Itee	Seperti Ibuk katakan tadi, kalau kita orang bahasa sebenarnya sudah kita kerjakan namun tidak terlihat betul, tapi karna dengan setelah kita meningkatkan atau kita mengkondisikan mereka, ini anak audio ini dia ni, kalau anak visual begini. Audio kan kita memberikan listening oh ini anak audio ini kita penuhi kebutuhannya. Kemudian yang visual kita tampilkan dialog atau kita tampilkan vidionya gitu nak, kemudian nanti kalau anak kinestetik mereka memperagakan kembali dialognya itu atau mereka bekerja membuat dialog sendiri gitu kan. Kalau kita orang bahasa Ibuk rasa dari zaman dulu sampai sekarang kita sudah melakukan itu, namun seperti tadi karna dengan kurikulum merdeka sekarang ini Ibuk rasa kedua belah pihak harus meningkatkan kompetensinya baik guru maupun siswa. Kalau guru mereka harus mencari sumber-sumber lain.
Iter	Jadi Buk, bagaimana Ibuk menciptakan lingkungan kelas yang mendukung gaya belajar dan kebutuhan siswa tadi Buk?

Itee	Sesuaikan dengan materi satu, nanti mereka selain inpare nanti ada duduk berkelompok 4 atau 5 orang dalam satu kelas, biasanya 4 lah dengan berganti ganti posisi tempat duduk, berganti-ganti pasangan. Misalnya minggu ini kelompoknya ini, minggu depan beda lagi kelompoknya. Dengan ke beragam ini jadi mereka tidak monoton.
Iter	Kan ada siswa yang menonjol gitu Buk, bagaimana Ibuk menyesuaikannya?
Itee	Nah disitulah mereka nanti, dalam kelompok itu kita melihat, pokoknya dalam satu kelompok itu beragam pula siswanya, ada yang menonjol ada yang kurang disitulah mereka akan saling memberi. Disini ada kelebihannya disitu mungkin mereka akan belajar dengan teman sebayanya tadi dalam satu kelompok. Berarti dari awal-awal kan kita kotak-kotak kan siswa dari proses pembelajaran siapa yang terlihat, mereka ini menonjol, nah jadi pas mereka kita bentuk kelompok kita pisahkan yang menonjol-menonjol ini kita pisahkan kita masukkan ke kelompok-kelompok yang kurang tadi.
Iter	Kalau pada Ibuk sendiri, adakah penyesuaian yang Ibuk lakukan di dalam kelas untuk berjalannya proses pembelajaran berdiferensiasi?
Itee	Oiya, misalnya Ibuk di 8.1 nih (kelas unggul), kemudian nanti masuk di 8.2 yang pada umumnya low ya. Nah disitu mungkin penyesuaiannya contohnya yang simple-simple, kemudian mulai dari yang sederhana, diberikan contohnya dulu, kemudian baru ke yang kompleks kalimatnya, pemahamannya. Jadi, mungkin dari berbeda kelas berbeda pula contoh yang ibu berikan, walaupun dalam modul ajar, tapi yang Ibuk berikan di papan tulis itu contoh lain yang selain yang dari bahan ajar dari situ Ibuk masukan yang simple nya dulu.
Iter	Bagaimana cara Ibuk untuk mengidentifikasi kebutuhan siswa untuk dukungan tambahan atau materi lanjutannya, Buk?
Itee	Dukungan tambahan, itu tadi, Ibuk harus mencari bahan misalnya video, mecari bahan dari youtube atau apa, kemudian ya dishare dengan melalui infocus itu sebagai sumber tambahan selain dari bahan ajar yang sudah Ibuk copy kan ke mereka.
Iter	Bgaimana Ibuk melihat kebutuhan siswa, misalnya dari materi yang sudah Ibuk jelaskan siswa tu kurang nya disini gitu, Buk?
Itee	Dari latihan mereka. Mereka kan ada mengerjakan latihan itu. Dari mereka latihan, contoh kemaren tu dari 9.5 kan, dari laithan yang mereka kumpulkan ada yang dapat 45

	misalnya dari latihan itu, Ibuk akan memberikan waktu bagi mereka untuk memahami kembali, mengulang kembali, kalau seandainya mereka bisa membaca buku kembali, mereka paham, oke. Kalau ndak Ibuk akan bantu untuk menjelaskan kembali kemudian Ibuk suruh lagi mereka untuk mengerjakan latihan, membuat dialog yang sederhana sesuai dengan materi tersebut. Disitu kalau seandainya meningkat pemahaman mereka tentu nilai mereka berubah, gitu. Berarti Ibuk akan berikan latihan remedialnya gitu.
Iter	Apa aja metode pembelajaran yang Ibuk gunakan biasanya tu, Buk?
Itee	Ibuk biasanya bilang bagi anak Ibuk yang Ibuk pensilkan nilainya di dalam buku latihan, Ibuk beri kesempatan untuk mereka memahami kembali, coba kamu baca lagi. Berarti metode apa ya, metode untuk belajar sendiri kembali ya. Kalau seandainya ada pemahaman mereka yang kurang boleh mereka bertanya tutor teman sebaya, tanyakan kepada teman atau kepada Ibuk langsung pemehamannya berarti one by one.
Iter	Baik, nah yang terakhir, Buk. Jadi menurut Ibuk, seefektif apa pembelajaran berdiferensiasi ini untuk memenuhi kebutuhan belajar siswa, Buk?
Itee	Ibuk rasa sangat efektif, dalam arti gini, dengan beragamnya siswa gaya belajar mereka itu dan guru memberikan beragam pula sehingga dari beragam guru memberikan itu akan memenuhi kebutuhan dari beragam siswa tadi. Contoh tadi dengan memberikan vidio misalnya anak yang audio tercover, visual. Kemudian setelah vidio ditampilkan mereka ada membaca mungkin atau dialog yang ada di dalam bacaan. Kemudian mereka mengerjakan latihan yang kinestetik bekerja atau mereka bikin dialog kinestetik juga bekerja, audio, visual. Ya itu efektif dan mungkin bagi pembelajaran lain yang ini akan lebih beragam. Kalau seperti yang Ibuk katakan tadi bahasa, orang bahasa sudah melakukan itu sebenarnya kan, sudah berdiferensiasi. Cuma istilahnya baru yang sekarang lebih menonjol gitu, tapi kalau mapel yang lain baru mereka harus ini bekerja. Soalnya tidak hanya dengan sistem ceramah, atau sistem diskusi saja gitu nak. Mereka harus beragam begitu.
Iter	Baik, Ibuk. Terima kasih, Ibuk. Penjelasan Ibuk sangat jelas sekali.

INTERVIEW TRANSCRIPT

Informant 2

Interviewer : Fadila Amalia Berinal

Interviewee : Dra. Betti Eiliza

Time : Tuesday, September 3rd, 2024

Place : English Teacher, MTsN 6 Agam

	Transcript
Iter	Bagaimana pendapat Ibuk tentang kurikulum Merdeka yang sedang berlangsung saat ini, Buk?
Itee	Kurikulum Merdeka itu yang sudah dicetuskan oleh pemerintah kalau kita perhatikan kita baca latar belakangnya memang bagus untuk pembentukan karakter siswa kalau memang betul itu dijalankan.
Iter	Dalam kurikulum Merdeka ini kan ada istilah pembelajaran berdiferensiasi, Buk. Nah menurut pendapat Ibuk bagaimana tentang pembelajaran berdiferensiasi ini menurut Ibuk?
Itee	Pembelajaran berdiferensiasi itu adalah kita menempatkan siswa itu sesuai dengan bakat dan kemampuannya serta minatnya. Jadi kalau misalnya di kelas, kita tidak bisa mengatakan bahwa anak itu sama. Oleh karena itu, kita memberikan perlakukan kepada anak-anak yang misalnya yang daya serapnya yang agak low, kita harus berikan perhatian untuk bisa dia memahaminya. Jadi dalam PBM seorang guru tidak bisa menuntut hasil yang dicapai itu sama atau merata untk seluruh siswa, karena siswa itu memiliki keterbatasan masing-masingnya.
Iter	Jadi, apa pertimbangan Ibuk dalam membuat bahan ajar atau modul ajar, Buk?
Itee	Dalam membuat modul ajar untuk yang berdiferensiasi itu kalau yang Ibuk coba tidak ada khusus modul ajarnya. Cuma perlakuannya saja yang Ibuk terapkan yang modul ajarnya tetap Ibuk ambil yang rata-rata siswanya kan. Cuma yang memiliki perlakuan khusus tu dalam lokal tu kan ndak berapa orang. Perlakuan cara belajarnya, cara mengajarnya, cara mendidiknya itu yang kita bedakan dengan siswa. Kalau yang Ibuk belajarnya tidak ada khusus Ibuk buat, atau memang ada belum ada lagi dicoba.

Iter	Jadi bagaimana Ibuk menyesuaikan materi pembelajaran Ibuk dengan kondisi siswa yang berbeda tadi, Buk?
Itee	Iya, kalau misalnya siswanya itu yang istilahnya yang agak low istilahnya kan, memang dia itu agak lambat, tetapi itu tidak bisa kita samakan, tidak bisa kita samakan materinya dengan yang lain misalnya ketika dia mengerjakan tugas, temannya sudah siap misalnya 6 buah soal, dia 3 dan yang 3 itu tetap kita berikan materinya kita lakukan pendekatan dan kita berikan kesempatan dia untuk menyelesaikannya walaupun sampai dibawanya ke rumah. Jadi, tidak harus di kelas itu harus tuntas semuanya bagi yang kurang tangkapannya atau yang low daya serapnya. Kita beri kesempatan dia untuk menyelesaikannya sampai dia di rumah, karena kita butuh pengulangan materi. Kalau yanh sering Ibuk lakukan anak itu kan ada beberapa orang, kita dekati, kita jadikan dia duduknya sama atau sekelompok, kemudian sementara temannya yang sudah lanjut ya silahkan, kita hadapi yang agak low.
Iter	Bagaimana kriteria Ibuk dalam pembelajaran atau cara menyesuaikan kondisi yang sesuai dengan kondisi lingkungan kelas, adakah perlakuan khusus atau Bagaimana Ibuk menyesuaikan materi yang Ibuk sampaikan dengan lingkungan belajar, Buk?
Itee	Kalau disini masing-masing kelas itu daya serapnya tujuh puluh lima persen sama, jadi suasanya itu kadang-kadang ya kita lihat seperti ini. Kalau anak itu sudah mulai jenuh, kita kan harus memberikan ice breaking, apalagi kalau kita belajarnya di siang hari misalnya. Apalagi disini kita sudah mulai menerapkan full day, jadi kita lihat kondisi anak dulu, dan kita sesuaikan bisa membuat anak itu kembali lagi bisa konsentrasi dalam belajarnya, dia ndak merasa jenuh.
Iter	Jadi apasaja jenis media pembelajaran yang Ibuk gunakan, Buk?
Itee	Media pembelajaran kadang-kadang Ibuk menggunakan card, kemudian ada juga tayangan-tayangan. Tapi kalau yang berbentuk tayangan itu tidak semua materi yang Ibuk gunakan, lihat konten materinya yang perlu untuk ditayangkan. Jadi ndak setiap belajar Ibuk mempergunakan infocus. Disamping keterbatasan sarananya jadi kita ambil yang penting untuk ditampilkan, ditayangkan.
Iter	Sejauh proses pembelajaran ini, bagaimana Ibuk mengatakan kalau Ibuk sudah menerapkan pembelajaran berdiferensiasi, Buk?

Itee	Ya karena kita memberikan perlakuan itu kepada anak. Misalnya seperti ini, anak ini dia sukanya hobinya dia menggambar kan, kalau misalnya ada materi advertisement iklan kan misalnya kita mengajarkan tentang iklan sebuah tempat kursus, kalau anak itu sudah sampai materinya apa itu iklan, bagaimana cara mengiklankan sebuah jasa gitu kan, contohnya tempat kursus, bisa jadi anak itu dia menggambar lokasi kursus, tempat kursus. Kalau dia ingin mengiklankan misalnya elektronik kita suruh dia melukis atau menggambar magic com, atau laptop. Jadi, itulah kira-kira anak itu kita perlakukan sesuai dengan bakat dan minatnya. Kan ada itu anak yang suka menggambar, kalau disuruh dia menggambar dalam pembelajaran itu dia merasa terpancing energi positifnya.
Iter	Adakah perubahan atau perbedaan yang terlihat dari kualitas kerja siswa selama proses pembelajaran, Buk?
Itee	Kalau sekarang ini kan dampak positifnya itu memang ada, cuma kan kita kan baru tiga tahun baru itu tu ingin mencoba dan mencoba yang kumer disini tu kita ingin mencoba dan mencoba gitu kan, walaupun persentasenya belum begitu meningkat tetapi ada lab sedikit perubahannya gitu.
Iter	Bagaimana Ibuk mebimbing siswa untuk menghasilkan produk sesuai dengan kemampuan siswa, Buk?
Itee	Ya, sama dengan yang Ibuk katakan tadi anak-anak itu kalau produk itu ada yang namanya produknya mandiri, terus ada produknya itu yang kerja kelompok. Jadi di dalam satu kelompok tu, anak-anak tu kan bervariasi kemampuannya. Semuanya diberi tugas sesuai dengan bakat dan minatnya. Pokoknya kita kasih tenggang waktu, misalnya kalau produknya agak membutuhkan waktu yang lama kita kasih mungkin dua minggu. Kalau bentuk produk yang akan diselesaikannya itu tidak begitu membutuhkan waktu yang lama ya satu minggu. Kemudian anak disuruh dia itu membagi job kerjanya.
Iter	Menurut Ibuk, apa perbedaan yang terlihat pada siswa sebelum dan sesudah belajar dengan pembelajaran berdiferensiasi, Buk?
Itee	Kalau dulu kan anak-anak ini sebelum ada khusus yang diferensiasi, kalau sekarang kan ada memang dijelaskan diferensiasi itu ini ini, sebenarnya kalau sebelum kumer ini cuman istilahnya itu yang belum muncul, sudah ada sebenarnya diferensiasi ini.

	Contohnya anak-anak itu yang lemah kemampuannya atau daya serapnya itu memang pernah kita beri dia tambahan belajar, cuman ketika dulu itu istilah-istilah itu ndak muncul. Memang ada perubahannya, kan misalnya dalam satu lokal ada 4 orang atau 5 orang, kalian duduk disini mana yang ndak mengerti mana kita dampingi, yang mengerti kita berikan dia tugas atau materi yang lain dilanjutkan sementara ya kita hadapi. Waktu dulu sudah ada, jauh sebelum kumer sebenarnya kita sudah menerapkan diferensiasi cuma istilah kan munculnya sekarang diferensiasi, iya kan. Kalau dulu itu kan belum tergambar, belum ditegaskan, anak yang gaya belajarnya yang suka gerakan atau kinestetik kita sesuaikan gaya belajarnya. Tapi kalau khusus dengan pembelajaran bahasa Inggris kita sesuaikan pula. Kalau anak yang suka nonton misalnya yang visual kan kita tayangkan tapi ndak semua materi yang harus kita tayangkan. Jadi sebenarnya diferensiasi ini sebelum kumer juga sudah ada diterapkan, cuman istilahnya tidak muncul, iya kan.
Iter	Nah dari gaya belajar siswa yang berbeda tadi Buk, bagaimana Ibuk menciptakan lingkungan kelas atau lingkungan belajar yang mendukung gaya dan kebutuhan siswa tadi, Buk?
Itee	Sebenarnya kalau sekali jalan memang ndak bisa, untuk sekelas kita menerapkan susah ya, untuk dikelas itu kita langsung menerapkan yang berdiferensiasi itu semuanya kita terapkan kelompok yang visual ini materinya, kelompok yang audio ini materinya, padahalkan materi kita itu-itu juga, iya kan. Memang agak susah kalau itu diterapkan kalau serentak, pas di PBM itu serentak sekali tiga saja gaya belajar anak sudah kita menerapkannya. Agak susah Ibuk menerapkannya.
Iter	Jadi apa penyesuain yang Ibuk lakukan biasanya tu buk?
Itee	Kalau yang penyesuain yang Ibuk lakukan anak ini pada umumnya kan lebih suka visual, iya kan. Jadi kita amb yang lebih dominan yang lebih banyak gitu, anak suka visual ya dengan visual kita kasih aja seperti itu, pada umumnya anak kan suka visual. Di visual itu langsung anak ini langsung audio dia, mendengar dia kan, visualnya jalan mendengarnya juga jalan kan ada speakernya gitu kan. Kemudian darisana bisa kita lanjut ke penyelesaian tugas dan segala macamnya, kita ambil yang dominan aja. Sebab yang anak yang audio dengan tampilan visual tu sudah terbawa sekali dua.

Iter	Nah tu bagaimana cara Ibuk mengidentifikasi kebutuhan siswa untuk dukungan tambahan belajarnya, Buk?
Itee	Ya kita lihat dari hasil belajarnya, dari hasil belajarnya kan dari tugas-tugas nya. Kadang kadang kan ada anak yang seperti ini suka nyontek, suka nyontek kesalahannya sama bahkan tulisannya pun ada yang salah, karna dia hanya sekedar meniru, meniru kebetulan yang ditulis tu salah nampak oleh mata dia ditulisan temannya, jadi kita harus teliti. Kita dalam cek itu dalam pemeriksaan koreksi itu kan kita pisahkan itu anak ini kan seperti ini, ini bukunya ini buku latihannya. Kemudian untuk pertemuan selanjutnya ditindak lanjuti anak yang seperti ini dari hasil belajarnya. Cuman yang perlu di kumer ini bukan itu yang lebih utama, di kumer itu yang paling utamanya itu adalah pembentukan karakter tu yang sebenarnya. Kalau zaman Ibuk dulu pembentukan karakter pancasilanya kalau dulu tu, kalau sekarang kan ada istilah nya P5RA, iya kan. Dalam kumer kan itu yang di prioritaskan. Jadi memang karakter anak itu, tanggung jawabnya, kritisnya, nalar kritisnya itu, kreatifnya, disiplinnya, itu sebenarnya yang perlu. Tetapi kalau Ibuk perhatikan sekarang, anak ini banyak juga yang sangat kurang tanggungjawabnya terhadap tugas-tugas yang diberikan, kemudian anak ini susah untuk diajak bernalar kritis.
Iter	Tu bagaimana Ibuk membimbing siswa tu biar keluar dari zona nyamannya lah buk? Misalnya yang tidak percaya diri tadi jadi percaya diri, biasanya apa yang Ibuk lakukan, ada tindakan khusus gitu, Buk?
Itee	Itu tu kan kita beri motivasi, karna dia ratusan jumlahnya. Cuman kita sering kasih motivasi, yang seperti itu bukan satu orang tiga orang, kalau satu orang tiga orang tu bisa tu kita panggil, kita bina kan. Tetapi di kegiatan ekstra anak-anak yang berbakat yang berminat itu kan ada nah disana dia ditempa, di kegiatan ekstra.
Iter	Yang terkahir Buk, menurut Ibuk seefektif apa pembelajaran berdiferensiasi ini untuk memenuhi kebutuhan belajar siswa, Buk?
Itee	Kalau efektifnya pembelajaran berdiferensiasi itu menurut Ibuk, gimana ya. Agak sulit Ibuk menjawabnya karna seperti yang Ibuk jelaskan tadi kan kurang bisa terlaksana seperti maksimalnya kurang bisa terlaksana gitu karna ada beberapa kendala. Yang pertama itu kita dikejar oleh waktu, terus yang kedua materinya banyak, kalau kita hanya

	layani anak yang itu-itu juga bagaimana dengan anak yang banyak ini, gitu. Jadi untuk efektifnya itu memang anak ini memang disarankan untuk dia itu bisa lebih giat lagi belajarnya di rumah, jangan hanya yang di sekolah saja. Karna kalau untuk yang di sekolah, berdiferensiasi ini belum maksimal kita bisa melaksanakannya.

INTERVIEW TRANSCRIPT

Informant 3

Interviewer : Fadila Amalia Berinal

Interviewee : Novia Leli, S. Pd. I

Time : Tuesday, September 3rd, 2024

Place : English Teacher, MTsN 6 Agam

	Transcript
Iter	Bagaimana pendapat Ibuk tentang kurikulum Merdeka yang sedang berlangsung sekarang ini, Buk?
Itee	Menurut Ibuk sebenarnya anak-anak yang kita hadapi di kelas itu kan beragam. Contoh kalau di Ibuk sudah bagus ya sehingg guru bisa menyesuaikan metode, strategi, ataupun teknik yang akan diaplikasikan dalam kelas ketika mengajar.
Iter	Baik, Buk. Kan di dalam kurikulum Merdeka ini ada istilah pembelajaran berdiferensiasi, Buk. Bagaimana pendapat Ibuk tentang pembelajaran berdiferensiasi ini, Buk?
Itee	Nah yang sudah Ibuk sampaikan tadi differen itu kan berbeda, jadi masing-masing anak itu mereka punya cara berbeda menangkap pelajaran. Ada yang bisa dengan metode ceramah, mereka kan ada tiga gaya belajar, ada kinestetik, ada visual, ada audio. Jadi kalau kita variasikan dalam mengajar, jadi anak dengan gaya belajar yang berbeda mereka bisa mendapatkan apa yang mereka inginkan.
Iter	Jadi apa pertimbangan Ibuk dalam membuat bahan ajar, Buk?
Itee	Pertimbangannya kalau seandainya Ibuk hanya memakai metode yang sama monoton, jadi anak-anak yang gaya belajarnya seperti yang visual misalnya kan tidak cocok dengan gaya apalagi kalau seandainya hanya satu teknik, satu metode, satu cara. Jadi tidak menyeluruh sifatnya, jadi anak-anak yang cenderung yang gaya belajarnya yang lain yang ndak sesuai, mereka akan sulit untuk menerima pembelajaran.
Iter	Dari penjelasan Ibuk tadi kan kalau siswa tu memiliki gaya belajar yang berbeda Buk, jadi menurut Ibuk bagaimana cara Ibuk menyesuaikan materi pembelajaran dengan kondisi siswa yang berbeda-beda tadi, Buk?

Itee	Ketika masuk dalam kelas contohnya kalau pagi, kalau pagi kan anak-anak itu lebih fresh, nah jadi Ibuk bisa menggunakan metode bisa visual dulu, menayangkan vidio atau apa untuk memancing fokus mereka. Tapi kalau seandainya ibuk masuk di jam siang, otomatis konsentrasi, lelah mereka kan lebih lelah dalam belajar karna dari pagi sudah belajar. Nah Ibuk akan berikan semacam ice breaking, untuk me refresh kembali pemikiran mereka untuk belajar, konsentrasi mereka untuk belajar.
Iter	Ibuk kan mengajar di kelas unggul ada yang kelas biasa, nah apa perbedaan Ibuk dalam penyampaian materi atau ada perlakuan khusus di kelas unggul?
Itee	Ada, ada perilaku khusus. Kalau yang kelas unggul, karna memang IQ mereka di atas dari teman-teman biasa di kelas biasa otomatis daya serap mereka menerima pelajaran itu kan lebih cepat. Sehingga, ada pembelajaran tertentu yang Ibuk ndak perlu mengadakana pengulangan. Jadi sekali menerangkan mereka langsung bisa menangkap, yasudah Ibuk langsung ke materi berikutnya. Nanti kalau tugas-tugas Ibuk lebih cenderung mereka membuat, contoh misalnya introducing ourself gitu kan, jadi Ibuk terangkan Ibuk berikan vidio, nanti mereka langsung menangkap apa yang disampaikan dari vidio dan Ibuk berikan sedikit short explanation about how to introduce ourself. Aa jadi mereka Ibuk berikan tugas buat di rumah, nanti Ibuk kirimkan, jadi mereka ndak perlu tampil ke depan kelas Ibuk memperbaiki pronounce mereka rata-rata insyaAllah rasanya mereka lebih cepat menangkapnya untuk itu. Sementara kalau di lokal yang biasa, Ibuk memang perlu extra untuk memberikan materi dari A sampai Z. Kalau kelas 7 yang unggul, mereka boleh dikatakan bisa belajar mandiri dari apa yang ditampilkan guru, mereka bisa menguasainya dengan cepat, seperti itu.
Iter	Nah sejauh ini, bagaimana Ibuk mengatakan bahwa Ibuk sudah menerapkan pembelajaran berdiferensiasi tersebut, Buk?
Itee	Kalau bagaimana Ibuk bisa mengatakan sejauh apa, Ibuk tau bahwasanya Ibuk sudah menerapkan pembelajaran berdiferensiasi. Ya ketika di dalam lokal memang Ibuk tidak sama untuk semua lokal. Cenderung misalnya di lokal ini Ibuk terapkan seperti ini nah ketika Ibuk masuk ke lokal lain Ibuk cobakan cara yang sama, ndak masuk jadi Ibuk pakai cara lain disangka masuk, nah seperti itu. Di lokal ini Ibuk dengan materi yang sama, Ibuk berikan metode yang ini mereka bisa menangkap, dan ketika Ibuk masuk ke

	lokan ini karna mereka berdiferen berbeda, ndak bisa lagi, maka Ibuk pakai lagi cara lain. Misalnya dimulai dengan nyanyi, kalau lokal awal A tadi ndak pakai nyayi, lokal B harus nyanyi dulu aa seperti itu.
Iter	Jadi apakah ada perbedaan yang terlihat dari kualitas kerja siswa selama proses pembelajaran, Buk?
Itee	Ada, peningkatan ada. Ketika kita masuk dalam lokal, untuk sebelum memulai materi baru pasti kita flashback ke belakang materi untuk aa to know about their background knowledge nya previous lesson pasti ditanya tentang materi sebelumnya dulu, brainstormingnya kan. Ditanya dulu bagaimana pelajaran yang lalu, kemudian diajukanlah pertanyaan-pertanyaan terkait dengan materi yang lalu, tapi mereka bisa menjawab walaupun ndak semuanya tetapi most of them.
Iter	Bagaimana Ibuk membimbing siswa tadi untuk menghasilkan produk sesuai dengan kemampuan siswa tersebut, Buk?
Itee	Kalau untuk produk rata-rata Ibuk samakan semuanya, karna seandainya nanti ada yang kurang maka Ibuk akan memberikan soal yang lebih ringan dari temannya. Tapi kalau untuk kelas 7.1, kan ini maksudnya yang unggu dengan yang biasa gitu ya, kalau 7.1 seperti vlog misalnya introducing ourself kalau 7.1 memang langsung disitu kalau kelas 7 yang lain mungkin memang barangkali harus Ibuk push mereka dan memang betul-betul diberikan secara detail, terperinci materinya.
Iter	Menurut Ibuk apa perbedaan yang terlihat pada siswa sebelum dan sesudah belajar dengan pembelajaran berdiferensiasi ini, Buk?
Itee	Kalau yang sebelumnnya mungkin hanya sebagian mereka dengan satu metode hanya sebagian yang mengerti. Ketika kita bedakan cara memberikan pelajarannya kita harapkan semuanya bisa terjangkau semua gaya belajar siswa.
Iter	Kan dari gaya belajar siswa yang berbeda-beda tadi, Buk, bagaimana Ibuk menciptakan lingkungan belajar yang mendukung gaya dan kebutuhan siswa yang beragam tadi, Buk?
Itee	Kalau di kelas, karna kan kita sulit untuk membuat anak fokus gitu ya. Anak yang cenderung berjalan yang kinestetik segala macam kalau seandainya metode ceramah ndak bisa lagi dipakai, maka nanti Ibuk akan memakai cara aa semacam soal dan anak yang cenderung visual atau yang tidak audio maka Ibuk akan suruh dia ke depan untuk

	menyelesaikan tugas. Cenderung Ibuk menyuruh anak-anak yang abai ketika Ibuk memberikan metode ceramah, mungkin anak itu yang Ibuk suruh ke depan untuk menyelesaikannya.
Iter	Nah kira-kira ada tidak Buk penyesuaian yang Ibuk lakukan di dalam kelas untuk mendukung berjalannya proses pembelajaran, Buk?
Itee	Ada tapi tidak terlalu significant, karna anak-anak memang berbeda tetapi Ibuk bisa menyiasati untuk menyampaikan materi sehingga semua anak bisa menangkap materi itu.
Iter	Nah menurut Ibuk seefektif apa pembelajaran berdiferensiasi ini untuk memenuhi kebutuhan belajar siswa, Buk?
Itee	Kalau menurut Ibuk, kalau seandainya kita sebagai guru memang menerapkan pola yang berbeda-beda karna anak yang berbeda tadi, rasanya kalau diberikan pula cara yang berbeda maka akan memenuhi kebutuhan mereka belajar, sehingga pembelejaran itu lebih efektif.
Iter	Jadi efektif ya Buk pembelajaran berdiferensiasi ini? Sejauh ini efektif, Buk?
Itee	Sejauh ini efektif, karna kita sebagai guru kan dituntuk untuk memahami kondisi siswa. Jadi siswa yang sudah lelah dengan cara ini, kita berusaha bagaimana caranya bisa kita memanfaatkan kondisi itu dengan waktu yang terbatas, bisa memacu mereka sementara contoh di kelompok A ini anaknya cenderung lebih bisa dan ini ndak. Jadi tantangan untuk kita untuk bisa menggali apa yang mereka ingin, seperti itu.
Iter	Nah satu lagi, Buk. Bagaimana cara Ibuk mengidentifikasi kebutuhan siswa untuk dukungan tambahan atau materi lanjutan?
Itee	Khususnya kalo kelas unggul, mereka tidak terlalu dipush karna sedikit saja mereka diberikan materi mereka bisa menangkap dan mereka struggle nya tu lebih kuat dibandingkan yang lain. Kadang kalau di kelas unggul, Ibuk tidak memberikan lagi materi-materi langsung ke materi yang agak sulit contohnya tugas-tugas. Tapi kalau yang lain, mungkin Ibuk akan mulai dari soal yang tingkatannya lebih low nah kemudian baru ke high. Kadang di high itu mereka masih kurang menguasai jadi Ibuk berikan lagi soal lain yang kira-kira mereka bisa untuk mengerjakannya.

Appendix 8: Inform Consent from The Informant of Research

1. Informant 1: Nomi Sofianti, S. S

FORMULIR PERSETUJUAN PENELITIAN
(INFORM CONSENT)

Saya yang bertanda tangan di bawah ini,

Nama	: Fadila Amalia Berinal
NIM	: 2319011
Jurusan	: Pendidikan Bahasa Inggris
Instansi	: Universitas Islam Negeri Sjech M. Djamil Djambek

Yang akan melakukan wawancara dalam rangka menyelesaikan tugas akhir kepada:

Nama	: Nomi Sofianti. S.S
Jenis Kelamin	: Perempuan
Tempat Tanggal Lahir	: Bukittinggi / 06 Desember 1974
Pekerjaan	: Guru Bahasa Inggris
Instansi	: MTsN 6 Agam

Demi memperlancar proses penelitian, maka sangat dibutuhkan kerjasama dari pihak Bapak/Ibu. Pengambilan data dalam penelitian ini dilakukan melalui obervasi, wawancara, serta dokumentasi. Beberapa hal yang perlu diketahui adalah:

1. Prinsip kesukarelaan
   Keterlibatan Bapak/Ibu dalam penelitian ini adalah berdasarkan prinsip kesukarelaan, tanpa adanya paksaan dan ancaman dari siapapun.
2. Privasi
   Kerahasiaan dan keamanan data pribadi akan terjaga, data hanya digunakan untuk kepentingan penelitian.

Bukittinggi, Juli 2024

Informan Penelitian

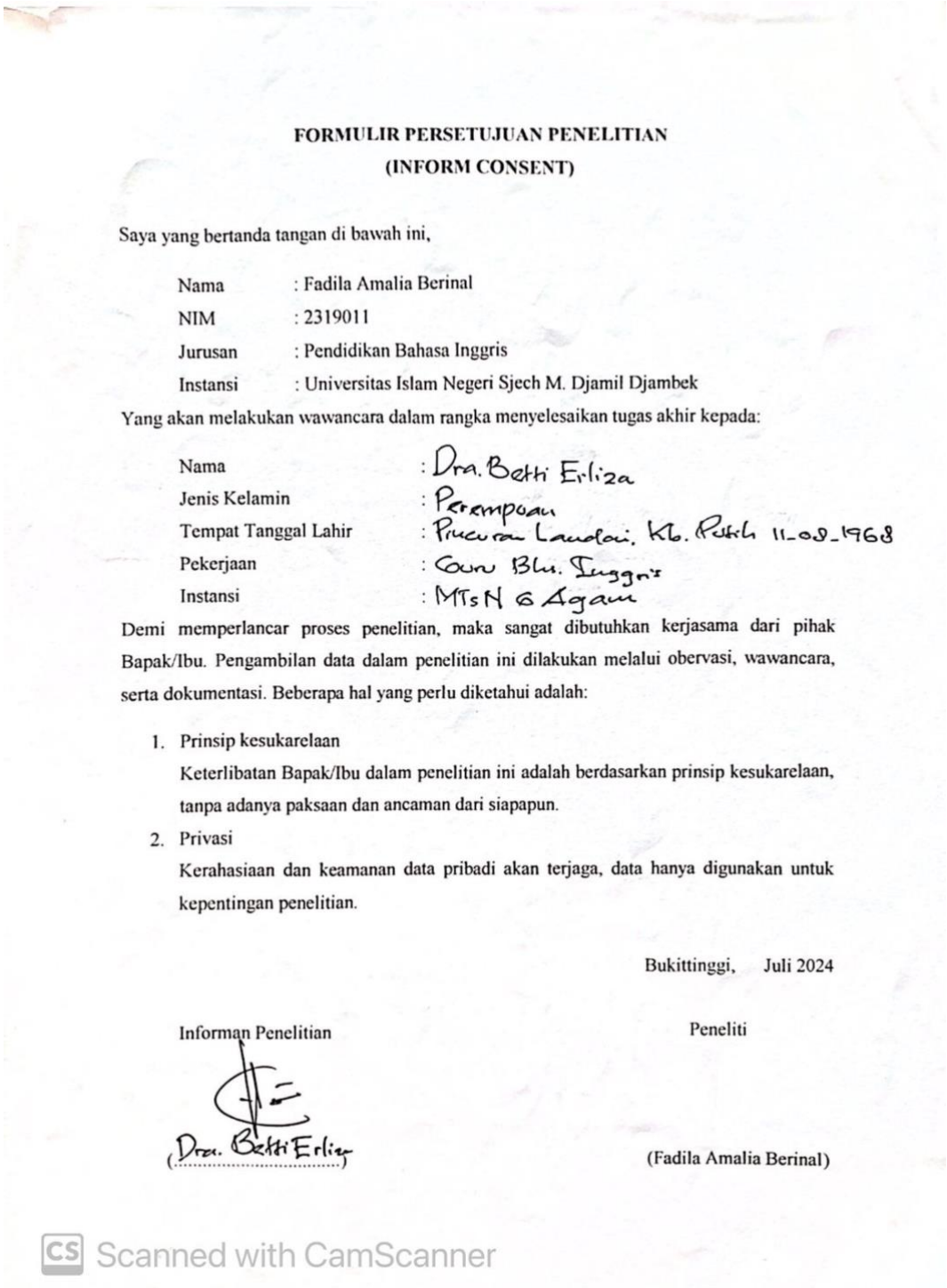
(Nomi Sofianti, S.S.)
NIP. 197412062005012004

Peneliti

(Fadila Amalia Berinal)

Scanned with CamScanner

2. Informant 2: Dra. Betti Eliza



FORMULIR PERSETUJUAN PENELITIAN
(INFORM CONSENT)

Saya yang bertanda tangan di bawah ini,

Nama	: Fadila Amalia Berinal
NIM	: 2319011
Jurusan	: Pendidikan Bahasa Inggris
Instansi	: Universitas Islam Negeri Sjech M. Djamil Djambek

Yang akan melakukan wawancara dalam rangka menyelesaikan tugas akhir kepada:

Nama	: Dra. Betti Erliza
Jenis Kelamin	: Perempuan
Tempat Tanggal Lahir	: Pincuran Landai, Kab. Pasbh 11-09-1968
Pekerjaan	: Guru Bhs. Inggris
Instansi	: MTsN 6 Agam

Demi memperlancar proses penelitian, maka sangat dibutuhkan kerjasama dari pihak Bapak/Ibu. Pengambilan data dalam penelitian ini dilakukan melalui obervasi, wawancara, serta dokumentasi. Beberapa hal yang perlu diketahui adalah:

1. Prinsip kesukarelaan
   Keterlibatan Bapak/Ibu dalam penelitian ini adalah berdasarkan prinsip kesukarelaan, tanpa adanya paksaan dan ancaman dari siapapun.
2. Privasi
   Kerahasiaan dan keamanan data pribadi akan terjaga, data hanya digunakan untuk kepentingan penelitian.

Bukittinggi, Juli 2024

Informan Penelitian

(Dra. Betti Erliza)

Peneliti

(Fadila Amalia Berinal)

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3. Informant 3: Novia Leli, S. Pd.I

FORMULIR PERSETUJUAN PENELITIAN
(INFORM CONSENT)

Saya yang bertanda tangan di bawah ini,

Nama	: Fadila Amalia Berinal
NIM	: 2319011
Jurusan	: Pendidikan Bahasa Inggris
Instansi	: Universitas Islam Negeri Sjech M. Djamil Djambek

Yang akan melakukan wawancara dalam rangka menyelesaikan tugas akhir kepada:

Nama	: NOVIA LELI, S.Pd.I
Jenis Kelamin	: PEREMPUAN
Tempat Tanggal Lahir	: BALAI RUPIH 14 JUNI 1982
Pekerjaan	: GURU MATA PELAJARAN BAHASA INGGRIS
Instansi	: MTSN 6 AGAM

Demi memperlancar proses penelitian, maka sangat dibutuhkan kerjasama dari pihak Bapak/Ibu. Pengambilan data dalam penelitian ini dilakukan melalui obervasi, wawancara, serta dokumentasi. Beberapa hal yang perlu diketahui adalah:

1. Prinsip kesukarelaan
   Keterlibatan Bapak/Ibu dalam penelitian ini adalah berdasarkan prinsip kesukarelaan, tanpa adanya paksaan dan ancaman dari siapapun.
2. Privasi
   Kerahasiaan dan keamanan data pribadi akan terjaga, data hanya digunakan untuk kepentingan penelitian.

Bukittinggi, Juli 2024

Informan Penelitian

(NOVIA LELI, S.Pd.I)
NIP. 19820614 202321 2019

Peneliti

(Fadila Amalia Berinal)

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