

## **CHAPTER II**

### **RIVIEW OF LITERATURE**

#### **A. Previous Study**

To avoid assuming similarity with this research, the researcher included relevant previous research results. Previous research aims to obtain comparison and reference materials so the researcher includes the results of previous research as follows: The first research is DPH with the title “apa itu pembelajaran” this reasearch Learning is the process of interaction of learners with educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits, and forming attitudes and beliefs in students can occur. In other words, learning is a process to help students to learn well (DPH, 2019).

The second researcher Farid Ilham with the title “ Strategi Pembelajaran Diferensiasi Dalam Memenuhi kebutuhan Belajar Peserta Didik di Sekolah Dasar”. This research aims to explore and identify how differentiated learning strategies can help meet students' learning needs. The research concludes that implementing differentiated learning strategies can improve students' learning outcomes by customizing teaching methods based on their interests and learning profiles. Concluded that differentiated learning strategies can help learners to fulfill their learning needs so that it helps to

get maximum learning outcomes, because the products they produce are relevant to their own learning interests. All learners' learning needs are met through learning activities

that use different learning strategies based on their interests or learning profiles. Furthermore, the author found three (3) components of differentiated learning strategy, namely content, process, and product. The process of differentiated learning strategies can also provide ample space for learners to demonstrate what they have learned, so the implementation of differentiated learning strategies indirectly encourages learners' creativity. Furthermore, because creativity will continue to develop, differentiated learning is a highly recommended strategy to be used in classroom learning to facilitate the achievement of learning objectives because the learning needs of students are met according to the interests, readiness and learning profiles of students (Farid Ilham, 2022).

The third researcher is Faigawati et al., Title "Implementation of Differentiated Learning in Elementary Schools". The purpose of the research is to find out how the implementation of differentiated learning has been carried out by teachers in elementary schools. This research uses a descriptive qualitative approach using the Miles and Huberman model. Diagnostic assessment is in the form of short questions that can be written down or in the form of direct questions before starting learning. The characteristics of learners who need differentiated learning are learners who have diverse learning styles. Differentiated content is in the form of reading materials, pictures and learning videos related to the subject matter. Facilities that support differentiated learning are the availability of complete

facilities and infrastructure. Evaluation of different product results by referring to classroom learning (Faigawati et al., 2023).

The fourth researcher is Saputra title “The Effectiveness of Differentiated Learning Strategies to Increase Learning Concentration of Children with Learning Difficulties”. This study aims to improve learning concentration in students with learning difficulties at SDN 17 Jawa Gadut Padang through the application of differentiated learning strategies. The results of the problems found were that there was a child who was identified as having learning difficulties who had problems at a low level of concentration. This study aims to improve learning concentration in students with learning difficulties at SDN 17 Jawa Gadut Padang by using differentiated learning strategies. The method used in this research is single subject research with A-B-A design. The subject of this research is a child with learning difficulties in grade IV. The data collection technique applied was duration. While the data analysis technique used is a percentage to see the level of concentration improvement in children (Saputra, 2021).

From my observations in class, I saw that SMA Negeri 5 Tana Toraja already uses differentiated learning in the classroom. Where in teaching the teacher uses learning videos, the presentation of the material in the form of power points, in learning to form several groups to work on assignments and after completing the task students present their respective tasks in front of the class. In class students are invited to be more active and share with each other because in 1 group they have different learning styles so they are

invited to complement each other if they don't understand, ask friends in 1 group even if they still don't understand anymore students ask the teacher directly. In pursuing also students and teachers give each other feedback.

From the research above and the research that I will do, there are several differences and similarities. The main similarity lies in their focus on the diverse learning needs of students. All the studies, including those by Farid Ilham and Faigawati et al, emphasize the importance of strategies that can meet students' individual needs, both in the context of differentiated learning and in reading instruction. They also identified important components such as content, process and product in learning that are adapted to students' characteristics. Differences are seen in the specific contexts and objectives of each study. In addition, Saputra's research specifically highlighted the effectiveness of differentiation strategies to improve the concentration of students with learning difficulties, indicating that focusing on students' specific needs is crucial in the broader context of learning. Thus, while there are similarities in the aim to improve learning outcomes, the approaches and contexts of each study provide different insights into how differentiated learning can be effectively applied.

## **B. Some Pertinent Ideas**

### **1. Differentiated Learning**

#### **a. Learning**

Learning as a learning process that is built by the teacher to develop thinking creativity that can improve students' thinking skills, and can improve the ability to construct new knowledge. Learning is also an effort to improve good mastery of the subject matter. This is certainly different from the definition of learning, which can be interpreted as an effort to gain intelligence or knowledge, practice, change behavior or responses caused by experience. It can be concluded that the definition of learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is a process to help students to learn well. Meanwhile, another definition states that learning is an assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits, and forming attitudes and beliefs in students can occur.

According to the Big Indonesian Dictionary (KBBI), differentiation is the process, method, or act of distinguishing. In a social context, differentiation can also be interpreted as differentiating the rights and obligations of community members based on differences in age, gender, and occupation. differentiation is a teaching and learning process to meet the learning needs of

learners in understanding learning materials based on their characteristics, abilities, interests, learning styles, and strengths so that they are successful in the learning process. Teachers are expected to be able to respond to the learning needs of each learner, create a learning environment, effective classroom management, and continuous assessment according to their learning profile. In differentiated learning, there are four aspects that teachers can control: content, process, product, and classroom environment or climate. Teachers can categorize learners' learning needs based on three aspects namely learning readiness, interest, and learners' learning profile. Learners will show better performance if the assignments given by teachers are in accordance with their previous skills and understanding and trigger curiosity or passion in them and provide opportunities for them to work in the way they like (Putriana, 2023).

Learning is the process of interaction of learners with educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits, and forming attitudes and beliefs in students can occur. In other words, learning is a process to help students to learn well (DPH, 2019).

b. Differentiated

According to the Big Indonesian Dictionary (KBBI), differentiation is the process, method, or act of distinguishing. In a social context, differentiation can also be interpreted as differentiating the rights and obligations of community members based on differences in age, gender, and occupation. differentiation is a teaching and learning process to meet the learning needs of learners in understanding learning materials based on their characteristics, abilities, interests, learning styles, and strengths so that they are successful in the learning process. Teachers are expected to be able to respond to the learning needs of each learner, create a learning environment, effective classroom management, and continuous assessment according to their learning profile. In differentiated learning, there are four aspects that teachers can control: content, process, product, and classroom environment or climate. Teachers can categorize learners' learning needs based on three aspects namely learning readiness, interest, and learners' learning profile, Learners will show better performance if the assignments given by teachers are in accordance with their previous skills and understanding and trigger curiosity or passion in them and provide opportunities for them to work in the way they like (Putriana, 2023).

### c. Differentiated Learning

Differentiated learning is learning that accommodates students' learning needs. Teachers facilitate students according to their needs, because each student has different characteristics, so they cannot be given the same treatment. In implementing differentiated learning, teachers need to think about reasonable actions that will be taken later, because differentiated learning does not mean learning by providing different treatment or actions for each student, nor learning that distinguishes between smart and less smart students (MS, 2023) .

According to Schöllhorn (2000) differential learning is a motor learning model grafted on the importance of movement variability and rooted in the dynamic systems theory of human movement. From several studies, it is mentioned that differentiated learning is widely adopted in the context of motorized learning (Beckmann & Schöllhorn, 2006; Wagner & Müller, 2008; Reynoso, Solana, Vaillo, & Hernandez, 2013). Recently, Gray (2020) also reported that students diagnose their learning needs, formulate goals, identify human and material resources for learning, select and implement appropriate learning strategies, and evaluate their learning outcomes. The similarity between differentiated learning and self-directed learning is that both target learners to learn what they really need. The use of differentiated learning strategies can provide

activities that suit students' needs (readiness, interests and learning styles) so that students' learning needs can be met.

Differentiated learning has a number of distinctive features that set it apart from traditional teaching methods. Firstly, it is proactive, with teachers planning different strategies for each student from the outset, with the aim of anticipating the diverse learning needs of the class. Secondly, the main focus in differentiated learning is the quality of the tasks given to students, not the quantity; students who have completed a task will not be given the same task, but rather a new challenge to improve their skills. Third, differentiated learning is rooted in continuous assessment; teachers conduct various assessments to understand students' conditions and levels of understanding, so as to customize teaching according to individual needs. In addition, it provides a variety of approaches in content, process, product, and learning environment, allowing for customization of teaching materials and learning methods according to students' interests and learning styles. It is also learner-oriented, where tasks are tailored to students' prior knowledge levels. In practice, differentiated learning is a mixture of individual and classical learning, providing opportunities for students to learn both in groups and independently. Finally, differentiated learning is dynamic, creating collaboration between

teachers and students in developing learning objectives, thus creating a lively and interactive learning atmosphere.

According to Damayanti et al (2023) with the title “Pelaksanaan Pembelajaran Berdiferensiasi di SMK Negeri 6 Surakarta” This article aims to investigate the implementation of differentiated learning at SMK Negeri 6 Surakarta. The research focuses on teachers' understanding of the nature and implementation of differentiated learning, as well as the challenges they face in its implementation. To approach this issue, theoretical references are drawn from previous studies relevant to differentiated learning and diverse approaches for students. Data were collected through classroom observations, documentation of teaching materials, and interviews with the head of the curriculum department and teachers who have implemented differentiated learning. The data were then qualitatively analyzed using interactive descriptive techniques. The findings of this study conclude that the majority of teachers have a good understanding of the nature of differentiated learning and recognize the importance of valuing student diversity. However, teachers face several challenges, including managing classes with diverse levels of abilities, limited resources and technology, and differences in understanding and approaches in implementing differentiated learning. Efforts made to overcome these challenges include teacher training and development, the use of technology and

digital resources, collaboration among teachers, and a flexible approach to teaching. This research provides an overview of the implementation of differentiated learning at SMK Negeri 6 Surakarta and recommendations for improving its implementation more effectively.

Another study conducted by Saleh (2021) proved that differentiated learning is effective in improving learning outcomes, motivation, engagement and critical thinking skills. It is confirmed that students are motivated to read more effectively. This differentiated learning practices variations not only in materials, but also teaching methods, and assessments that are tailored to students' needs, interests, and abilities.

Halimah et al (2023) The results of this study show that differentiated learning is an effective strategy in accommodating students' individual differences in the context of Merdeka Curriculum. With this approach, students are given the freedom to learn according to their own learning styles, interests and ways of learning. This research uses the literature study method, where data is collected from various sources such as articles, books and online information. The results confirm that differentiated learning is a manifestation of the principle of independent learning, which aims to create meaningful learning experiences for students. By implementing this strategy, students feel served according to their

needs, which in turn increases their active engagement in the learning process. This helps achieve educational goals more effectively, as each student can learn in the way that suits them best. Differentiated learning not only improves learning outcomes, but also creates a more inclusive environment that is responsive to the needs of each individual in the classroom.

Differentiated learning is an approach designed to meet the diverse learning needs of students. The first step in implementing this learning is to identify students' learning needs, where teachers need to understand each student's learning profile, including their strengths, weaknesses, interests and learning styles. After that, the second step is to customize the learning materials; teachers can adapt the content by adding, subtracting, or modifying the materials to suit students' needs. The third step is to choose the right learning method, where educators select appropriate strategies such as discussions, projects or experiments in order to actively engage all students. Next, teachers should provide diverse learning resources, including books, videos and other digital materials, to cater to students' various learning styles. Then, it is important to provide choice in assessment; students are given the opportunity to demonstrate their understanding through different forms of assessment such as written assignments or presentations. The next step is to encourage collaboration and discussion among students through group

activities that allow them to learn from each other and share knowledge. Additional support is also needed for students who need extra help, as well as involving parents in the learning process to gain wider support. Finally, an important step is to conduct evaluation and adjustment after the learning process to assess the effectiveness of the approach used and make improvements if needed. Through these steps, differentiated learning can create a learning environment that is more inclusive and responsive to the needs of each student .

Differentiated learning models are approaches designed to meet the diverse learning needs of each student. There are several models that can be implemented in the classroom, each with different characteristics and objectives. The Jigsaw model is one method that involves dividing students into small groups with varying abilities. Each group member is responsible for becoming an expert in a particular part of the material, then sharing that knowledge with his or her groupmates. This model encourages cooperation and social responsibility among students. Competency-based learning emphasizes the achievement of predetermined competencies. In this model, students work towards achieving standards that are appropriate to their individual abilities. Teachers provide additional instruction for students who need help, while students who have achieved competencies are given more complex tasks. Flipped

classroom is a model where students learn material independently at home through videos or online resources, while class time is used for discussion and practical application of the material. This model gives students the opportunity to learn at their own pace and get direct support from the teacher when facing difficulties. Interest-based assignments give students the freedom to choose assignments or projects that match their interests. Finally, station rotation involves dividing students' time into several learning stations, each with different activities or tasks according to learning needs. Overall, these models are designed to create a more effective and enjoyable learning experience for each student, so that they can reach their full potential.

In my opinion Differentiated learning is a teaching approach designed to meet the diverse learning needs of students in a class. The main characteristics of this learning include its proactive nature, where teachers plan learning by considering the differences in students' abilities, interests and learning styles from the start. In addition, differentiated learning emphasizes the quality of tasks given to students rather than quantity, so that each student is challenged according to their ability level. It is also rooted in continuous assessment, which allows teachers to understand students' conditions and understanding in depth. In practice, differentiated learning provides a variety of approaches in content,

learning process, products and learning environment, so that students can learn in the way that suits them best. With a learner-centered orientation, teachers organize time and activities rather than just delivering information, and combine individual and class learning to create a more lively and collaborative learning experience.

## 2. Challenges Implementation

### a. Challenges

A challenge is a situation or task that tests one's ability to handle a difficult problem. There are many contexts in which this term can be used, such as work, education, and digital culture. In general, facing challenges can be an opportunity to develop yourself and improve your skills.

Challenges are things or circumstances that push a person to improve their abilities and solve various problems. Challenges are seen as opportunities to grow and develop, not just obstacles. A challenge, according to the Big Indonesian Dictionary (KBBI), is an object or condition that arouses a person's desire to make more efforts to achieve the goals they have set. In various aspects of life, problems can arise, such as in school, the workplace, or in everyday life. For example, students may struggle to understand difficult subject matter, while professionals may have trouble adapting to change.

b. Implementation

In most cases, implementation refers to the process of carrying out or implementing a pre-planned plan, concept, or policy. In this situation, implementation is more than just an action; it is a series of actions planned to achieve a specific goal. According to the Big Indonesian Dictionary, implementation means execution or application, which is often associated with efforts to achieve previously set goals. This process involves various steps and mechanisms needed to realize ideas or policies in the form of practical actions. Therefore, implementation is very important to ensure that the plans that have been made can be realized and have a positive impact.

c. Challenges implementation

Implementation challenges stem from some of the problems and difficulties that organizations face when implementing a particular plan, strategy, or plan. This phenomenon can arise from various factors, such as resistance to change within the organization, lack of resources, and complexity in difficult processes. For example, in the context of public policy implementation, challenges can include resistance from stakeholders, unclear roles and responsibilities, and lack of coordination among the organizations involved. It is important to address these to ensure that the strategy or policy being implemented can be effective and achieve the desired results.

Organizations can increase their chances of success in implementing initiatives by understanding and addressing these challenges.

According to theory (Tomlinson, 1999) the challenges of implementing differentiated learning involve various aspects that can hinder the effectiveness of this method in the classroom. One of the main challenges is matching students' learning needs, where each student has a different learning style, level of understanding, and interests. Teachers must be able to analyze and design appropriate learning experiences for individual students, which is often a complex and time-consuming task. In addition, limited resources such as time, space and teaching materials are also significant obstacles. Teachers often do not have enough time to prepare differentiated learning for each student, especially if the number of students in the class is quite large. Classroom management is also a challenge, where teachers have to ensure that all students remain engaged in learning while giving special attention to those who need additional support. This can be difficult to do in a class with a large number of students. In addition, teachers' fear and distrust of their ability to implement differentiated learning can hinder the implementation of this method. Some teachers may feel uncomfortable with the change in teaching approach or feel they lack the necessary skills to implement it effectively. Finally, students' perceptions of differential treatment within groups can also

be a challenge. Students may feel unfairly treated if they are given tasks of different difficulty levels, which may affect their motivation and confidence. Thus, these challenges indicate that while differentiated learning has great potential to enhance the learning experience, many factors need to be considered for its successful implementation.

Differentiated learning is a learning method designed to meet the different learning needs of each student. In implementing differentiated learning, according to (Tomlinson, 1999) there are several steps that can be taken: **The first Identify students' learning needs:** Teachers need to identify the individual learning needs of each student in the class. This can be done by observing, collecting data, and getting to know the students personally. **The second Dividing students into groups:** After identifying students' learning needs, teachers can divide students into groups based on their ability level or learning needs. This allows the teacher to structure activities and materials to suit each group. **The third Adjustment of activities and materials:** Once the student groups are formed, the teacher needs to adjust the learning activities and materials according to the learning needs of each group. For example, students who can be given more challenging tasks, while students who need extra help can be given simpler tasks or additional support. **The fourth Use of educational technology:** Educational

technology can be a useful tool in the implementation of differentiated learning. For example, teachers can use computer programs or online learning applications that allow students to learn at their own pace or provide additional learning materials. **The fifth Differentiated assessment:** Teachers need to use different types of assessments to measure students' learning progress in differentiated learning. This can include formative assessments, summative assessments, projects, journals and so on. By using different assessments, teachers can gain a better understanding of student achievement in differentiated learning.

According to (Teguh, 2023) the benefits of differentiated learning are obvious, but there are some challenges associated with this learning, namely:

1. **Time factor:** Although differentiated learning is a fun way to teach, teachers almost certainly do not have enough time to focus on each student individually. This is because each school has allocated time for each teacher and subject. And for that reason, it is very likely that teachers will not have enough time to assess students' knowledge levels or group them according to their with their knowledge and learning preferences of each student.
2. **High pressure:** The implementation of differentiated learning involves many processes, from pre-assessment to continuous assessment, from content planning to teaching processes, and so on.

This can make teachers feel overwhelmed. In addition, teachers also have to serve students both individually and in groups. This is impossible for teachers with a large number of students in their class.

3. **High cost:** To facilitate differentiated learning, schools must have access to a wide range of resources and teaching materials to support each student's learning. In addition, schools must also provide lesson materials for each topic. Obviously, this will require ongoing financial support that many schools may not be able to afford.

According to Barlian et al (2023) The implementation of differentiated learning in the independent curriculum in English lessons is carried out in three stages, namely:

- 1) Early stage

At this stage, English teachers do planning by making teaching administration starting from CP, TP and ATP. Teachers also conduct diagnostic assessments to find out students' interests, ways of learning and learning styles to be able to determine the mapping of students and adjust the learning materials and methods that will be carried out in the classroom. In addition, teachers also conduct curriculum analysis to determine the material to be given to students. In this meeting, the English teacher decided to teach text procedure material.

## 2) Implementation stage

In the implementation stage, teachers conduct differentiated learning using four elements: content, process, product and learning environment. In terms of content, teachers adjust the material to students' interests and learning styles according to the results of the diagnostic assessment. In differentiated learning, there are 2 ways to make the lesson content different, namely a) Adjusting what will be taught by the teacher or what will be learned by students based on the level of readiness and interest of students b) Adjusting how the content to be taught or learned will be delivered by the teacher or obtained by students based on the learning profile of each student. Strategies that teachers can use to differentiate the content to be learned by students are: a) Using varied materials, b) Using Learning Contracts, c) Providing mini learning, d) Presenting materials with various learning modes, and e) Providing various support systems.

In this case, the teacher conducts differentiated learning by adjusting the

learning materials based on students' readiness and interest levels. It starts with providing ice breaking before the learning begins. When students are ready to learn and their interest in learning has arisen, then the teacher can start to

provide material easily. Activities carried out by students are not given a quantitative assessment in the form of numbers, but a qualitative assessment in the form of feedback notes on what attitudes, knowledge and skills are still lacking and need to be improved / improved by students. The activities carried out must meet the criteria of being: a. good, that is, activities that use the information skills that students have. b. different in terms of difficulty level and the way they are achieved. Meaningful activities undertaken by students in the classroom should also be differentiated based on students' readiness, interests and learning profiles.

In terms of process, the teacher conducts the learning process by dividing students into groups to discuss with their classmates. For some students who have a slow learning style, the teacher goes to the student's desk for independent learning. As for students who have fast learning abilities, the teacher provides additional material with a higher level than their friends. During the learning process, the teacher creates a conducive and pleasant learning environment. Creating a comfortable environment by arranging students' seating in groups, pairs and independently. In terms of products, the teacher asks students to create a procedure text in groups and then practice it in front of the class. This aims to train

students' courage and independence in the classroom. In addition, it can also train students to be more confident. The values of the Pancasila learner profile will be seen in this activity.

### 3) Evaluation stage

At this stage, the teacher evaluates the products that the students have worked on. The implementation of differentiated learning in content, process and product, as well as the final evaluation, provides continuous feedback. From each differentiated learning process, improvements in the choice of process and content, as well as evaluation of learning objectives are continuously made. Student evaluations also provide information that can be utilized to continue to understand student profiles.

The implementation of differentiated learning in the independent curriculum in English subjects experiences several obstacles, including: The first teacher skills, Teachers' ability to understand the independent curriculum is still very lacking. Since the launch of the independent curriculum, socialization has only been carried out through the digital world. Face-to-face socialization and technical guidance have only been carried out a few times. It is the school's responsibility to be able to conduct internal socialization of the school environment with teachers. So that it will experience

obstacles when teachers do not master digital literacy because information sources and learning resources are connected to one application called the independent teaching platform. This is a big task for teachers to be able to carry out the process of adapting to changing times. Teachers must be able to keep up with the development of today's digital era. The second is Infrastructure facilities, Facilities and infrastructure are an obstacle for teachers when conducting teaching and learning activities. As we all know that the competencies that students must master in English subjects are reading, writing, listening and speaking. So that the English language laboratory is needed so that the process of teaching activities can run smoothly.

From research Surabaya et al (2024) The Challenges in Implementing Differentiated Instruction : From the teacher, the researcher knows that there are some challenges faced in implementing differentiated instruction. The teacher emphasized that one of the main challenges is adapting learning materials to diverse class conditions. By teaching in several classes with different student conditions, the teacher must plan and adapt learning materials to suit the abilities of each class. She stated that, “In my opinion, the main challenge is adapting the material to class conditions. I teach in several classes, and in each class, the conditions of the students are different. I could plan an ABC material

model for class B, but I have to adapt it again to class A, whose abilities are slightly different.” This statement underscores the complexity of creating and adjusting lesson plans that are effective for different groups of students. The variability in student abilities necessitates continuous assessment and adaptation, which can be overwhelming for the teacher, particularly those managing multiple classes. Another significant challenge is the limited time the teacher has to plan and implement differentiated instruction. Besides teaching, the teacher has numerous other responsibilities, including administrative tasks, extracurricular activities, and professional development. These additional duties reduce the time that the teacher can dedicate to customizing learning experiences for their students. The teacher expressed this concern: “There is also a lot that a teacher has to do, not just teaching, so I also sometimes get overwhelmed when I have to decide what model to teach in the class and what activities to do next.” When the researcher observed the class during one of the meetings, the teacher had to leave the class for a while because she had received additional tasks from the principal to organize preparations for school assessment. The time-intensive nature of differentiated instruction, coupled with the extensive workload of the teacher, makes it difficult to consistently apply this approach effectively across all classes.

According to research:

- 1) Suryati et al with the title “ Teachers' Challenges in Implementing Differentiated Instruction in Teaching English at Junior High School” The objective of the study was to find out the teachers’ challenges in implementing Differentiated Instruction in Teaching English at Junior High School. The subject in this study was an English teacher while the object was DI’ theory by Tomlinson. Qualitative phenomenology was the method and type of approach chosen in this study. This study used interview, observation, and analysis of documentation as instruments for collecting data. The data analysis techniques used in this study were data collection, data reduction, data display, and conclusions. The results of the study found that the implementation of differentiation based on content, process and product has been carried out properly as evidenced by teacher understanding, class observations and the existence of document used for teaching. Therefore the evaluation process was not only carried out on students but also in the learning process and the lesson plans used. The results for the challenges faced by teacher were time and effort in preparing and designing the learning process and lack of support from another teacher.
- 2) Yokoyama et al (2023) with the title “Penerapan pembelajaran berdiferensiasi oleh guru penggerak di SMK pusat keunggulan

Tana Toraja” This study aims to provide an overview of how the lead teachers implement differentiated learning in Tana Toraja Center of Excellence SMK and to find the factors that support and hinder the implementation of differentiated learning. In addition, this study also investigates the efforts of the lead teachers to achieve success in implementing differentiated learning. This research focuses on how the lead teachers implement learning strategies that suit students' needs as well as the problems they face in carrying out more inclusive and responsive learning. This research was conducted using a qualitative approach and case study method. This research aims to gain a deeper understanding of effective learning methods as well as the problems faced by the lead teachers at SMK Pusat Excellence Tana Toraja. The results of the research on the implementation of differentiated learning by the driving teachers at the Tana Toraja Center of Excellence SMK show that teachers have implemented this learning strategy well. This research identifies several supporting factors that contribute to the success of differentiated learning, including: the existence of human, social, political, religious, cultural assets, as well as physical and environmental capital. However, there are also inhibiting factors that affect the implementation of this learning, such as the unchanged mindset of some teachers, limited ICT

facilities (especially internet access), inaccurate assessments, and the negative impact of the COVID-19 pandemic. To achieve success in differentiated learning, the driving teachers make various efforts, including continuing to learn, encouraging collaboration among fellow teachers, innovating in teaching methods, reflecting on learning practices, and improving educational facilities and infrastructure. In addition, they try to create a pleasant learning environment for students. In conclusion, although the lead teachers at Tana Toraja Center of Excellence SMK have implemented differentiated learning well, consistency in implementation is needed to ensure long-term success in education (Yokoyama et al., 2023).

- 3) De Jager T (2023), title “Guidelines to assist the implementation of differentiated learning activities in South African secondary schools” Despite previous research and recommendations in South Africa, secondary-school teachers still encounter economic, social and cultural challenges in implementing differentiated learning activities in the classroom. The diversity of learners with learning barriers inevitably leads to an increase in workload for the teachers. This article draws on data generated from the research conducted in South Africa and from questionnaires completed by secondary-school teachers who identified existing challenges to implementing differentiated

learning activities, as well as on student teachers who implemented three differentiated learning activities (for the slow, average and gifted learners), and reflects on their experiences of good and bad practices. The literature review and specialists' views were integrated to determine how to overcome the challenges that the implementation of differentiated learning faces. Several challenges to the implementation of differentiated learning were highlighted by the research. The research indicated that a total of 97% of teachers never or seldom use a flexible curriculum and extra time to accommodate the diverse learning needs of learners. This article provides guidelines on how to implement differentiated learning activities in secondary-school classes and offers ideas on how to start with differentiated teaching (De Jager, 2013).

- 4) Dian Fitriani et al (2023) with the title “Implementasi pembelajaran diferensiasi berdasarkan aspek kesiapan belajar murid di sekolah menengah atas” The purpose of this study is to determine the positive impact of differentiated learning implementation activities based on students' learning readiness level. This research was conducted using descriptive analytical method through qualitative approach, where data was collected from classroom observation during learning activities. The results show that differentiated learning can have a positive

impact on both students and teachers. These impacts include: (1) every student can follow the learning well; (2) students' confidence and motivation increase which leads to active participation in the learning process; and (3) teachers are motivated to be creative and innovate in their teaching methods. Thus, this research emphasizes the importance of differentiated learning in meeting diverse learning needs in the classroom. Research on differentiated learning shows that this approach has a significant positive impact on both students and teachers. First, every student with different levels of learning readiness can follow the learning process well. This indicates that the strategy successfully addresses students' individual learning needs. Secondly, there is an increase in confidence and motivation among students, which results in their active participation in learning activities. This shows that when students feel supported and cared for, they are more likely to be actively involved in the learning process. Third, teachers also benefit from the implementation of differentiated learning, where they are motivated to be creative and innovate in teaching methods. With the challenge of meeting diverse learning needs, teachers are encouraged to find new ways of delivering materials and engaging students. In addition, the creation of good interactions between teachers and students during the learning process is also

one of the positive outcomes of this approach. Overall, this study confirms that differentiated learning not only enhances students' learning experience but also promotes teachers' professional development in teaching.

The collective findings from the studies on differentiated instruction (DI) reveal both the potential benefits and the significant challenges associated with its implementation in educational settings. Suryati et al. identified that while teachers at junior high schools have effectively understood and applied DI based on content, process, and product, they face considerable challenges, particularly in terms of time and effort required for lesson preparation and a lack of support from colleagues. Similarly, Yokoyama et al. highlighted that lead teachers at the Tana Toraja Center of Excellence successfully implemented differentiated learning strategies but encountered obstacles such as limited ICT facilities, unchanged mindsets among some educators, and the lingering effects of the COVID-19 pandemic. De Jager's research pointed out that secondary school teachers in South Africa struggle with economic, social, and cultural barriers that complicate the implementation of DI. The study revealed that a vast majority of teachers rarely utilize flexible curricula or allocate extra time to meet diverse student needs. In contrast, Dian Fitriani et al. found that implementing

differentiated learning based on students' readiness levels positively impacts both students and teachers by enhancing engagement, confidence, and motivation. Overall, these studies underscore the importance of differentiated instruction in addressing diverse learning needs while also highlighting the necessity for consistent implementation, ongoing professional development, and adequate resources to overcome existing challenges. The research suggests that fostering a collaborative environment among educators and providing necessary support can significantly improve the effectiveness of differentiated instruction in classrooms.

### 3. Learning English

The process by which a person learns English, either as their first language or as a second language, is known as "learning. "Mastery of various aspects of language, grammar, vocabulary, pronunciation, and communication skills such as listening, speaking, reading, and writing, are all included in this process. English language learning can be done through a variety of methods, such as formal education, online courses, or hands-on practice with native speakers. In addition, this education is frequently accompanied by the use of media such as books, movies, and educational applications. By learning English, people can get new opportunities in education, employment, and social interactions on a worldwide scale.

Harun (2018) title “ Pembelajaran Bahasa Inggris Bagi Anak Usia Dini Versus Budaya Lokal” This research aims to explore and describe the introduction of English to early childhood (AUD) with a fun and meaningful approach. By understanding the AUD's frame of mind, teachers are expected to manage the learning process effectively, thus creating a learning experience that is not only educational but also fun. One of the methods emphasized in this research is the use of singing as a learning medium, which can increase children's interest and motivation in learning English. The research also highlights the importance of variety in teaching methods, including games and the integration of local culture, to avoid boredom and boredom that can result in trauma to the English language. Thus, the main objective of this research is to provide educators with an understanding of effective strategies in introducing English to AUDs, as well as creating a positive and fun learning environment. The results of the research on introducing English to early childhood (AUD) show that English education at an early age is very important and needs to be supported by adequate facilities and infrastructure. Teachers as a component of managing the learning process must understand the AUD's frame of mind to manage learning effectively.

Meaningful and enjoyable English language learning can be created using a variety of methods and techniques, including games and learning media. One effective strategy is to use singing as a learning medium.

Research shows that using songs can increase children's interest and motivation in learning English, making the learning process more fun and interactive (Harun, 2018).

### **C. Theoretical Framework**

Differentiated Learning Differentiated learning is an instructional or learning technique where teachers use a variety of teaching methods to meet the individual needs of each student according to their needs. These needs can be in the form of existing knowledge, learning styles, interests, and understanding of the subject.

Differentiated learning provides the flexibility and ability to accommodate learners' needs to improve their potential according to learners' different learning readiness, interests, and learning profiles. With this learning, teachers should become facilitators who are oriented towards the fulfillment of learning that suits the needs of students,

Basically, differentiated learning allows every teacher to meet and interact with students at a level comparable to their level of knowledge to then prepare their learning preferences. John Hattie (2012) explains that an expert teacher is one who believes that learners' intelligence can be changed. Carol A. Tomlinson, explains that in differentiated learning, teachers teach the material by taking into account the learners' readiness level, interests and learning styles. Teachers can also modify the content of the lesson, the learning process, the product or outcome of the learning taught, and the learning environment in which the learners learn.

The benefit of differentiated learning for students is that it supports students to learn in groups as well as individually. In addition, the content or teaching materials prepared by teachers may include formats such as: audio, video, and practice, in an effort to ensure that personalized learning is appropriate for each student.

Differentiated instruction, according to Tomlinson and McTighe (2006), focuses on who teaches, where teaching occurs, and how it is delivered. Theroux (2004) defines differentiated learning as an approach that creates various pathways, allowing differences in students' abilities, interests, and experiences to be absorbed, utilized, developed, and presented as a daily learning concept. Differentiated instruction has several distinguishing characteristics that set it apart from other teaching approaches. Proactively, teachers plan learning that is appropriate for the diversity of students from the outset. The quality of assignments is prioritized over quantity, with more challenging tasks given to enhance the skills of students who are already proficient. Continuous assessment serves as the basis for understanding students' conditions and levels of understanding, so that learning can be tailored to their needs. This learning provides various approaches in content, process, product, and learning environment. Assignments are adjusted to students' prior knowledge levels, and teachers manage time, space, and learning activities to focus more on individual needs. Differentiated instruction combines individual and classical (whole-class) learning, providing opportunities for students to

learn together in large groups as well as independently. Active collaboration between teachers and students is also an important feature, including in formulating learning objectives. This learning is flexible and adaptive, allowing teachers to adjust instruction to the evolving needs of students. The continuous learning process is based on ongoing assessment and feedback, with students also involved in self-assessment and reflection.

There are several types of differentiated learning that can be implemented. First, ability and interest-based learning, which allows students to choose topics or projects that match their interests and abilities. Second, strategy-based learning, such as visual, auditory and kinesthetic learning, which uses visual and audio media and physical activities to help students understand the material. In addition, there is project and product-based learning, which encourages students to work on projects and produce real products. Third, setting-based learning, such as group, individual and online learning, which gives students the opportunity to learn independently or in groups. Fourth, time-based learning, such as fixed and flexible time-based learning, which gives students the opportunity to determine their own learning time. Finally, assessment-based learning, such as authentic assessment-based and project-based learning, which uses real-life relevant assessments to assess students' abilities. Differentiated learning can be tailored to students' needs and abilities, and can be combined to achieve optimal results.

According to research Teguh (2023), There are several objectives of differentiated learning, namely:

1. **Meeting the individual needs of students:** Differentiated learning aims to meet the different learning needs of each student. By accommodating different preferences, learning styles, comprehension levels and learning speeds, all students can feel supported and motivated in the learning process.
2. **Improve student achievement:** By presenting learning materials that match students' level of understanding and ability, differentiated learning can improve students' academic achievement. Students will feel more capable of mastering the learning content and feel actively involved in the learning process.
3. **Increase students' motivation and interest in learning:** In differentiated learning, students have the opportunity to choose tasks and materials that are relevant to their interests and passions. This can increase students' motivation and interest in learning, as they feel more involved in the material they are learning.
4. **Develops social and collaborative skills:** In differentiated learning, students often work in different groups to complete a task or project. This can promote social skills, collaboration and diversity within a group, which are important skills for future life.
5. **Improve students' self-esteem:** In differentiated learning, every student has the opportunity to achieve according to their own ability

level and needs. This can improve students' self-esteem, as they feel recognized and valued for their achievements, without being directly compared to other students.

6. **Increases student engagement:** In differentiated learning, students feel more involved in the learning process as they have choice and control over how they learn. This can increase student engagement in learning and strengthen the relationship between students and teachers.

According to (Teguh, 2023) the benefits of differentiated learning are obvious, but there are some challenges associated with this learning, namely:

1. **Time factor:** Although differentiated learning is a fun way to teach, teachers almost certainly do not have enough time to focus on each student individually. This is because each school has allocated time for each teacher and subject. And for that reason, it is very likely that teachers will not have enough time to assess students' knowledge levels or group them according to their with their knowledge and learning preferences of each student.
2. **High pressure:** The implementation of differentiated learning involves many processes, from pre-assessment to continuous assessment, from content planning to teaching processes, and so on. This can make teachers feel overwhelmed. In addition, teachers also have to serve students both individually and in groups. This is impossible for teachers with a large number of students in their class.

3. **High cost:** To facilitate differentiated learning, schools must have access to a wide range of resources and teaching materials to support each student's learning. In addition, schools must also provide lesson materials for each topic. Obviously, this will require ongoing financial support that many schools may not be able to afford.

Differentiated learning is a learning method designed to meet the different learning needs of each student. In implementing differentiated learning, there are several steps that can be taken: **The first Identify students' learning needs:** Teachers need to identify the individual learning needs of each student in the class. This can be done by observing, collecting data, and getting to know the students personally. **The second Dividing students into groups:** After identifying students' learning needs, teachers can divide students into groups based on their ability level or learning needs. This allows the teacher to structure activities and materials to suit each group. **The third Adjustment of activities and materials:** Once the student groups are formed, the teacher needs to adjust the learning activities and materials according to the learning needs of each group. For example, students who can be given more challenging tasks, while students who need extra help can be given simpler tasks or additional support. **The fourth Use of educational technology:** Educational technology can be a useful tool in the implementation of differentiated learning. For example, teachers can use computer programs or online learning applications that allow students to learn at their own pace or provide additional learning materials. **The fifth**

**Differentiated assessment:** Teachers need to use different types of assessments to measure students' learning progress in differentiated learning. This can include formative assessments, summative assessments, projects, journals and so on. By using different assessments, teachers can gain a better understanding of student achievement in differentiated learning.

Differentiated learning has a number of advantages. It can increase students' motivation by giving them the freedom to choose topics or projects that suit their interests. In addition, this approach can also optimize students' potential and improve the overall quality of learning. In addition, differentiated learning plays a role in reducing the learning gap between students and encourages creativity and innovation. However, there are also some disadvantages to differentiated learning. Preparation and implementation require more time and money, making it more complex. Teachers often face challenges in managing the class and monitoring students' progress. Limited resources, such as technology and teaching materials, and difficulties in objectively assessing student progress are also obstacles. In addition, differentiated learning demands high skills from teachers in designing and implementing effective learning processes.

SMA Negeri 5 Tana Toraja, located in Tana Toraja Regency, South Sulawesi Province, is one of the schools that has more than one English teachers. In SMA Negeri 5 Tana Toraja, the researcher would observe how teacher teach in classroom, how students respond the teacher

and what strategies was used by the teacher. From that, the researcher can make explanation as implementation of differentiated learning in english reading instruction.