



Implementation of Differentiated Instruction in Project Based English Language Learning: A Case Study at SMAN 1 Lambu

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Abstract

Contemporary curriculum in Indonesia was released in 2022 named *Kurikulum Merdeka* which focused on student centered. Modern education attempts to not only educate its learners but also ensure that they understand and have an understanding of how to make use of the knowledge they acquired. Data collection was descriptive qualitative by observing and interviewing professional teachers at Class X SMAN 1 Lambu. The finding of the study revealed that the students be able to do the objective of the study that has arranged based on the ability and students' learning style.

Keywords: *Project Based Learning (PjBL); Differentiated Instruction (DI)*

Introduction

Indonesian Education has released a new curriculum that has applied for more than a year, namely *Kurikulum Merdeka* started in 2022. The focus of the Independent curriculum is students centered learning. They require a variety of learning opportunities and potential. Students differ in their learning abilities, interests, and motivations, so each participant's learning readiness teaches differently. A teacher needs to comprehend and facilitate this diversity. Differentiated learning refers to a learning process that can accommodate all of the needs of students. differentiated learning is an amalgam of rational choices made by teachers to meet students' needs based on learning objectives, the teacher's response to students' learning needs, an environment for learning that invites students to learn, successful classroom management, and consistent assessment (Sopianti Dewi: 2022). Besides that each activity center offers students a selection, promoting greater engagement. They will progress toward independent learning. Each classroom should be focused on learning and activity to create a positive and effective learning environment. The approach that was suitable with the aim of *Kurikulum Merdeka* is differentiated instruction (DI) in project based learning approach (PjBL).

Project Based Learning (PjBL)

PjBL, also known as project-based instruction, is to provide students with opportunities to acquire knowledges and skills through engaging projects that are based on real-world problems and challenges. Students are able to explore something new and skills that will improve their quality of life through

project-based learning (PjBL), which involves them in systematic teaching and learning and makes use of challenging. PjBL is a learning model that summarizes a number of learning ideas, which are supported by comprehensive theories that involve students in cooperative and ongoing investigative activities, and refer to philosophical constructive, namely knowledge is the result of cognitive construction through an activity students which include students' scientific skills and attitudes so that students can construct their own knowledge and meaning through real experience (Wulandari et al. 2019). This indicates the function of the teacher, who is viewed as a supervisor and facilitator who give them appropriate feedback and guidance. The teachers give students a greater opportunity to select how they approach the task, pushing them to take on more responsibility. Additionally, students must design activities, seek information, share experiences, work in groups, share roles, assist and support one another, and develop knowledge and social skills necessary for real life learning. The PjBL is effective in raising learners' interest in learning and learning outcomes, according to additional research by Hamida and Citra (2021). The PjBL model is made up of six components: identifying fundamental questions, developing projects, creating schedules, tracking project progress, presenting results, and evaluating it.

Differentiated Instruction

Diversity is a cornerstone of the modern classroom. Children vary not only in their funds of knowledge and academic skills, but on a range of intersecting cultural dimensions such as ethnicity, nationality, language, socioeconomic status, gender and religion. In many schools and classrooms, increasing diversity is largely attributable to rising enrolments of migrant children, including immigrants, refugees and asylees, who may enter school with myriad of linguistic and educational experiences that create a range of readiness for planned curriculum and instruction (Sullivan et al. 2016)

Differentiated instruction is the process of adapting lessons to each student's interests, needs, and strengths. While offering students flexibility and choice in how they study, this type of instruction enables teachers to customize their teaching methods. Clear learning objectives and instructional objectives are also necessary for this strategy in order for students to more successfully accomplish these goals. The goal of the differentiated instructional learning known as DI is to "maximize learning opportunities for each student in the class" by having teachers "proactively modify curricula, teaching methods, resources, learning activities, and student products to address the diverse needs of individual student and small groups of students" (Tomlinson et al. 2003, p. 121). To put it briefly, DI is a framework for modifying curriculum and instruction to students' preparedness and interests so that they learn the needed knowledge and skills and avoid disengagement that often follows instruction misaligned to students' present knowledge and skills (Tomlinson et al. 2003).

Effective DI focuses on proactive instructional design that is adaptable to learner differences. This method allows teachers to formulate curricula with student diversity in mind rather than just modifying issues appear, whole-class teaching is given. Curriculum, instructional strategy, classroom environment or supplies, and student output can all be used to differentiate education. Teachers ought to analyze their students' interests and background knowledge in order to increase not just their students' perseverance and motivation, but also their accomplishment and productivity (Tomlinson et al. 2003).

Differentiated Instruction learning when a teacher creates lessons which modify the information covered, the style of instruction, or the output demanded of students to ensure that students at diverse beginning places receive the direction they need to grow and succeed. According to Marlina (2020), the objectives of differentiated learning are 1) to help all students learn so they can achieve learning objectives by increasing awareness of students' abilities, 2) to increase motivation and learning outcomes of students by taking into consideration the level of difficulty of the tasks given with the learning readiness of each student, and 3) to establish peaceful relationships and strengthen relationships between teachers and students so they can increase student engagement and learning outcomes. Differentiated learning can also be used to address the diversity of students' abilities in a single class. To establish an

environment that is encouraging, supportive, and meaningful for learning (Puspitasari et al. 2020). Differentiated learning has the following four components: (1) subject. Everything that is taught to students is referred to as content. This learning strategy is implemented by grouping students according to readiness, aptitude, and interests after mapping their learning needs. (2). Process: The actions that students take in class are referred to as "process" in this sentence. The term "activity" refers to a classroom activity that participants find valuable for their learning. Aside from readiness, interest, and learning profile (style), groups of students participate in meaningful activities in class. (3) Product differentiation demonstrates to teachers how well students comprehend the desired learning outcomes through work or performance submitted as essays, articles, presentations, audio transcripts, videos, diagrams, and other formats. (4) Learning Environment, the learning environment in question includes the personal, social, and physical structure of the class. The learning environment must also be adapted to students' readiness to learn, their interests, and their learning profiles so that they have high motivation to learn (Wahyuning Sari Desy et al., 2022).

Methods

The methodology of this research was qualitative. Merriam (1998, p. 19) suggests that a qualitative method is appropriate for providing a deeper explanation of "one unit" and "bound system" concepts such as classroom English acquisition. Semi-structured interviews were used in this study to collect rich data. Open-ended questions were designed to obtain meaningful data about the difficulties instructors experience when applying for grants. This research conducted to know the implementation DI in PjBL process of SMAN 1 Lambu.

Results and Discussions

The application of differentiated learning with the Project based learning approach for class X students, totaling 16 students, was carried out on May 2, 2023. The first step taken was to form groups according to the abilities and readiness of each student. Assessment of students' abilities is obtained from the odd semester end scores so that 3 groups of students with advance, intermediate and beginner level categories are formed and the learning objectives can be achieved.

According to the research findings, diversified learning techniques include content, process, and product differentiation. Content differentiation was carried out by students selecting worksheets, which at the time of research learning materials were advertising media in the form of pamphlets, brochures, and banners, based on their interests and skill level. In the beginner categories, students are given the option of creating banners based on the examples they chose, while intermediate categories are given the responsibility of creating brochures based on the examples they choose, and students at the advance category create pamphlets. According to Wahyuni A.S (2022) Content differentiation includes what students learn. Content related to curriculum and learning materials. In this aspect, the teacher modifies the curriculum and learning materials based on the student's learning style and the condition of the ability they have. The content of the curriculum is adapted to the conditions and abilities of students, besides that according to Hall (Basra, H 2022) differentiated learning needs to pay attention to the content or content of instructions must respond to the same concept for all students but the level of complexity must be adjusted to the diversity of students.

The differentiation process is carried out by providing examples of advertising media such as banners, brochures, and pamphlets and giving directions to students as additional support for students who have difficulty or beginners category by encouraging students who are advance category to make advertisements that are more complete and varied and understand the concept of making pamphlets and giving directions as needed to students with intermediate categories. According to Bao (Basra, H: 2022),

learning process differentiation is the activity of students in order to understand the content/content, which consists of higher-order thinking activities, small group instruction, multiple intelligence, learning concentration, and cooperative tasks, and process differentiation is a way students process ideas and information also according to Wahyuni A.S (2022) how students engage with the content, and how these interactions influence student learning decisions. Classes must be changed to fit varied learning demands due to the wide disparities in learning styles and learning style choices demonstrated by students.

Differentiation product is how students demonstrate their knowledge. Differentiation product enables teachers to measure student mastery of curriculum and deliver the next material (Wahyuni A.S (2022)). In this study, product differentiation means that students create advertising based on their talents and examples that have been chosen, while still paying attention to the substance and quality of the goods generated by students in accordance with the study's purpose. According to Wahyuningsari Desy et al. (2022) the product is the end result of learning to demonstrate the ability of students to demonstrate their knowledge, skills and understanding after completing learning.

Differentiated learning that has been described previously is integrated with PjBL learning model. The first stage is preparing questions to students regarding the forms of advertisements that have been seen and asking in general what the contents of an advertisement are. Mulyasa (2014: 145) says Project Based Learning, or PjBL is a learning model that aims to focus students on complex problems needed in conducting investigations and understanding lessons through investigations. At this stage the teacher uses content and process differentiation learning. The content and activities carried out by students are adjusted to the level of readiness and interest in learning of students. At this stage students also explore their knowledge about making advertisements and the things that must be in making advertisements.

The second step is project design planning. Students carry out project ideas in each group, determine and understand project methods, and discuss the division of jobs such as creating language, photos, and other things that might make advertisements more appealing at this stage. According to Saefudin in Jumiyanto, D (2012) Project-based learning is a learning strategy that employs issues as the initial stage in accumulating and integrating new information based on experience in real-world activities. Project-based learning stresses contextual difficulties those students may directly encounter, allowing students to think critically and develop their creativity via the creation of real products in the form of commodities or services.

The third step is the creation of an activity schedule for the project's completion. At this point, students form groups and agree to create and design each advertising product, where words and pictures are created as part of the advertising process. Monitoring is the fourth step. Students are doing the median advertising tasks at this time. The teacher employs content and process differentiation learning in the second, third, and fourth steps. The content of student worksheets has been tailored to the students' level of learning readiness. Students in the advanced groups are given problems with simple questions or assignments in the form of analysts on the worksheet, while the intermediate groups are given directions in the form of discovery and beginner groups are given directions to choose and determine answers to the problems given.

The fifth step of PjBL learning involves testing findings. Teachers and learners discuss the outcomes of advertising media at this level, and students share the results and reply to each other's work between groups. At this stage, students learn about product differentiation by creating work products in the form of posters and presenting them in front of the class. A review of experience is the final stage in PjBL learning. At this step, students discuss their experiences in creating advertising medias, and students and teachers collaborate to draw conclusions about the project's outcomes.

Sumaryanta et al (2018:12-14; 2018:12-15) describe that reflection on learning is a form of self-introspection by the teacher on the teaching and learning process that has been carried out, including

planning, implementation, and learning outcomes that it manages. The activities in this study were followed by a process of evaluation and reflection. In the evaluation activities, students are given questions to provide an assessment of the learning process and the feelings of students after the completion of learning. And according to Kainde and Tahya (2020) Reflection can also be used as material or a tool to guide students to meaningful learning because in this activity students will combine prior knowledge and new knowledge which will produce a positive response.

Conclusion

Differentiated learning utilizing the PjBL learning model has a good impact on both students and teacher at SMAN 1 Lambu in Kabupaten Bima. The teacher's use of differentiated learning involves three differentiated learning, namely content, processes, and products, which are linked with the PjBL learning model. Based on the findings and discussions, it is possible to conclude that differentiated learning using the PjBL and the objectives of the study successful besides that can create a joyful learning environment in which students are free to express their potential in accordance with their interests and make learning feel more meaningful.

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