

THE ANALYSIS OF TEACHING MODULE IN DIFFERENTIATED INSTRUCTION ON SMK NEGERI 2 SEMARANG

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Abstract

This research aims to analyze differentiated instruction through analyzing teacher's modules on SMK Negeri 2 Semarang. The research method included: 1) The research design used; descriptive qualitative. 2) The techniques of data collection; identified and classified the teacher's modules. 3) The techniques of analyzing the data were; listing, identifying, and classifying the aspect of DI used, then analyzing the data into three aspects of DI. The result showed that DI is used in teaching module by the teacher to conduct the teaching-learning process in the class. The teacher give the various contents and processes, but less varied in products. The teacher must be able to guide and give teaching-learning processes according to the students' characteristics to optimize DI implementation. DI gives flexibility to the teachers to give various ways of learning and gives freedom to students to learn in their way and style to achieve successful learning and increase the student's potential.

Keywords: Differentiated Instructions, Teaching-Learning Process, Students' Potential

INTRODUCTION

Education is a structured and planned effort to develop one's abilities and potential. Education at the school gives and teaches good influences that must be stronger rather than the influences from the outside. Realizes that student characteristics will dignified into national characters. Education must be the main factor and dominant in determining the formation of national character.

Education must liberate students in the outer and inner aspects. According to Ki Hajar Dewantara (2009), education and teaching are efforts to prepare and provide for all the interests of human life, both in social and cultural life in the broadest sense. Furthermore, the purpose of teaching and education that is useful for living together is to liberate humans as part of society. It means, through education, we as humans can prepare for our social life. The basic education in Indonesia is Pancasila and the 1945 constitution. Thus, the educational purpose in Indonesia is to create students

with Pancasila Profiles. This Pancasila Profile is summarized in six dimensions. The implementation, organizing, and administration are entirely based on Pancasila. Therefore, Pancasila becomes a national identity and entity. The six elements of the Pancasila Profile are; Faith, Fear and Noble Morals, Global Diversity, Mutual Cooperation, independence, Critical Reasoning, and Creative. Education at the school gives and teaches good influences that must be stronger rather than the influences from the outside.

Nadiem Makariem as Minister of Education once said the 2013 Curriculum is too dense and stiff. The teacher cannot be focused on one material, besides that, the short time and a lot of materials make the teacher overwhelmed in carrying out the learning process. Therefore, the government offers a new curriculum that can be a platform for teachers to optimize the learning needs of students, namely the Independent Learning curriculum. This

new curriculum offers a new paradigm of learning. The concept of the new paradigm of learning is oriented towards strengthening competence and character development by *Pancasila* values and students' learning needs. Independent Learning curriculum and the new paradigm learning seek to create students with *Pancasila* Profile and create learning that is tailored to the characteristics of students. Understanding the characteristics of students greatly determines the learning outcomes to be achieved, activities that need to be carried out, and give appropriate assessments for students.

The characteristics of students are defined as traits, characters, and habits possessed by someone who is relatively fixed. In addition, the characteristics of students can also be interpreted as a whole pattern of behavior or abilities that are possessed as a result of their birth and environment. The level of educators' understanding of the characteristics of their students is very influential in realizing effective learning. Understanding the characteristics of students greatly determines the learning outcomes to be achieved, activities that need to be carried out, and give appropriate assessments for students.

Each learner is unique and has different learning needs. Becoming an educator, it is the teacher's job to provide appropriate learning and be able to meet the learning needs of diverse students. For this reason, a learning concept is needed that can accommodate every student's learning needs. Differentiated Instruction is present as a problem solver in meeting the learning needs of students in Indonesia. Differentiated Instruction contains a series of rational decisions made by teachers who are oriented toward the needs of students.

Differentiated Instruction can be applied at every level of education in all subjects. Teachers need to apply differentiated instruction to develop students' potential. This is as reached by Mulyawati, Zulela & Edwita (2022) who

state that with DI, it guides the students in increasing their potential that exists within themselves.

Joseph, Thomas, Simonette & Ramscook (2013) conducted research by applying DI to prospective teachers. This study found that teacher candidates responded well to DI, with 99% of respondents willing to try DI in the next practicum session while they were still at university, and 88% indicated having a strong desire to apply DI to their class after graduation. Suprayogi, Valcke, and Godwin (2017), state that in their study, the actual DI implementation of teachers is linked to a complex set of variables: teachers' DI self-efficacy, teaching beliefs, teaching experience, professional development, teacher certification, and classroom size. The findings show that DI implementation seems high, but is still below a critical benchmark. The regression analysis results indicate 39% of the variation in DI implementation which can be significantly linked to DI self-efficacy beliefs, higher constructivist beliefs, and higher classroom size.

Faiz, Pratama, and Kurniawati (2022), discussed the results of this conceptual research revealing that there is a differentiated learning objective which is to coordinate learning by paying attention to learning interests, learning readiness, and learning preferences; Assist all in learning so that learning objectives can be achieved by all students; increase motivation and student learning outcomes; establish a harmonious relationship between teachers and students so that students can be more enthusiastic in learning; 4) helping students become independent learners so that they become individuals who are used to and also have an attitude of respect for diversity; increase teacher satisfaction because there is a feeling of being challenged to want to develop their teaching abilities so that teachers will become more creative. It can be concluded that differentiated learning provides opportunities for students to be able to learn

naturally and efficiently with teachers who can collaborate on the methods and approaches needed.

Therefore, it is necessary to discuss the teacher's efforts in giving differentiated instruction in the teacher's modules, so that they can help students to increase their potential in achieving learning objectives. This research aimed to analyze Differentiated Instruction using the theory by Tomlinson (2000) by analyzing teaching modules by teachers on SMK Negeri 2 Semarang. The objectives of this research are to analyze teachers' modules and their implementation using DI in the teaching-learning process.

Carol Ann Tomlinson introduced the concept of differentiated instruction, also known as differentiated learning or differentiated teaching. Differentiated Instruction (DI) is not a strategy, program, or "something," as stated by Tomlinson (2000). DI is a way of thinking. A philosophy of how to respond to student differences by adapting teaching to meet student needs. In another book, Tomlinson (Butler and Lowe, 2008) argues that DI is a learning that is tailored to the needs of students to maximize the potential of each student. In keeping with this, the Association of Supervision and Curriculum Development (ASCD) (Kaufelt, 2008) defines DI as a method of education that aims to maximize student learning growth by determining the students' current level of learning abilities and then assisting them to grow and advance further. In more detail, the Entrance Community (2005) characterizes DI as a cycle to further develop understudy advancing by adjusting understudy qualities to learning and evaluation, which doesn't just utilize one methodology but consolidates a few systems.

Differentiated Instruction is a method for adapting instruction to meet the needs of students. Therefore, three steps need to be taken to implement DI: gathering information about students, designing DI, and incorporating DI into learning.

1. Collect information regarding students

This information includes readiness (student learning readiness), interest (interest), and a learning profile.

1) Readiness to learn

In this instance, readiness for student learning can be understood as the students' ability or prior knowledge of the subject matter they will be studying. It should be noted that students' learning readiness is not measured by their IQ. According to Joseph, Thomas, Simonette, & Ramsook (2013), the goal of differentiating students based on their readiness for learning is to vary the level of difficulty of learning materials so that each student receives the appropriate challenges in their learning experiences.

2) Interest

Acquiring primer data about understudies' inclinations is valuable for educators to embrace understudies' anxiety, interest, and association in learning (Tomlinson and Imbeau, 2010). Students will be motivated to connect what they learn with something they already know when the teacher differentiates students according to their interests (Joseph, Thomas, Simonette, & Ramsook, 2013). According to Joseph, Thomas, Simonette, & Ramsook (2013), grouping students according to common interests like music, sports, and pets is one way to differentiate students based on interests.

3) Learning profile

Students will be able to learn naturally and effectively if they are differentiated according to their learning profiles (Joseph, Thomas, Simonette, & Ramsook, 2013). Student learning profiles include learning preferences (alone, in pairs, or groups), learning environment (quiet or accompanied by music,

lighting), and learning styles (audio, visual, and kinesthetic). A straightforward questionnaire can be distributed to determine this student's learning profile.

DI learning is designed by differentiating content, processes, and products based on differences in learning readiness, interests, and student learning profiles.

1. Content

Tomlinson (2000) explains that students' knowledge and skills are the focus of content differentiation. In planning content-separated realizing three things should be thought of (Hall, 2010), to be specific: (1) Teachers must employ behaviors, ideas, generalizations, principles, attitudes, and skills; 2) make sure that tasks correspond to learning goals; (3) The content of the instruction must cover the same ideas for all students, but the difficulty level must be adjusted for each student's individual needs. According to Heacox (Joseph, Thomas, Simonette, & Ramsook, 2013), teachers can differentiate instruction based on content by allowing students to choose subtopics within the main topic they are studying and then having each student present those subtopics in class so that all students comprehend the main topic as a whole.

2. Process

Differentiation is based on process, namely student activities to understand the content (Tomlinson, 2000) which includes: the use of higher-order thinking activities, small group instruction, multiple intelligence, learning concentration, mind-mapping, and cooperative tasks (Bao, 2010). Meanwhile, Hall (2010) suggests process differentiation includes flexible grouping and uses various strategies in the learning process. As a result, process differentiation is a variety of learning-related activities. Students'

comprehension of new content is expected to improve as a result of flexible grouping. The lesson can be presented to the entire class by the teacher, followed by small group discussions or work in pairs. After that, students are taught how to complete the tasks, either by themselves or with their group mates. Because it is the foundation of DI, the grouping of students is not fixed. According to Bao (2010), grouping and regrouping ought to be a dynamic process that adapts to new content, projects, and evaluations regularly. In contrast, Tomlinson (2000) defines process differentiation as the differentiation of the tasks assigned to students so that they can practice and comprehend the material: 1) presenting a variety of alternative approaches for investigating material concepts; 2) demonstrating material concepts in a way that makes them simple to comprehend; and, 3), altering the degree of complexity of the illustrations based on the students' various cognitive levels.

3. Products

Products are student learning outcomes that come from training, putting what students have learned into practice, and growing as a result (Tomlinson, 2000). Differentiation based on products includes modified homework, rubrics, tiered assignments, alternative assessments, and independent projects (Bao, 2010). Students can choose from a variety of tasks when separating products. Each student achieves a unique goal while using the same materials and methods as the others.

As indicated by Arends (2013) on differentiated teaching or Differentiated Instruction, several learning strategies can be used by teachers, namely as follows:

1. Differentiation based on multiple intelligences

Howard Gardner introduced multiple intelligences in the middle of

the 1990s. He makes eight categories for children's intelligence: logical-mathematical, linguistic, musical,

spatial, physical-kinesthetic, interpersonal, intrapersonal, naturalist, and physical-kinesthetic.

Table 1. Multiple Intelligences by Howard Gardner

Intelligence	Description of Teaching	Strategies
Mathematical	Logical Ability to understand patterns logical and numeric for managing chains of long thought.	<ul style="list-style-type: none"> - Brain teaser - Solution to the problem - Scientific experiment - Numbers game - Critical thinking
linguistics	Sensitivity to language function, as well as to sound, rhythm, and word meaning	<ul style="list-style-type: none"> - Description - Discussion - Word game - Tell a story - Declamation - Write a journal
Music	Ability to produce and appreciate tone color, rhythm, and different forms of musical expression.	<ul style="list-style-type: none"> - Rhythmic lessons - Dancing rap - Using that song to contain material lesson
Spatial	Ability to capture the visual world spatially accurately and to display transformation on one's perception, either imaginary or real.	<ul style="list-style-type: none"> - Visual presentation - Art activities - Imagination game - Mind mapping - Metaphor - Visualization
Kinesthetic- physical	Ability to use force big deep physical movements and to deal with objects individually skilled.	<ul style="list-style-type: none"> - Hands-on learning - Drama - That sport contains material lesson - Tactile activities (about the sense of taste) - Relaxation exercises
Interpersonal	Proficiency for see and respond just the right atmosphere heart, temperament, motivation, and desires others	<ul style="list-style-type: none"> - Study Group - Teaching classmates - Participate in community activities - Social gatherings - Simulation
Intrapersonal	Ingenuity regarding own emotional state and knowledge will strengths and weaknesses self	<ul style="list-style-type: none"> - Teaching individual - Learn to be independent - Freedom of choice subject area - Formation of attitude - Self-appreciation
Naturalist	Ability to distinguish things living things and sensitivity to features natural features	<ul style="list-style-type: none"> - Nature studies - Ecological awareness - Concern for animals

2. Curriculum differentiation

For differentiation to work, the curriculum used must be modified. Each student has different abilities, interests, and learning readiness so the learning content found in textbooks and described in the curriculum framework must be modified to suit students' needs. This means that some students will have more time to learn important concepts while others will have less time to learn. Instead of covering topics that are not deep enough, teachers should concentrate on the important aspects. The teacher must be able to integrate the learning process that is tailored to the students' differences with the standards that these students must achieve to implement curriculum differentiation.

3. Cooperative learning

According to Slavin in Hosnan (2014), cooperative learning is a method of education in which students learn and collaborate in small groups of four to eight people with a variety of grouping structures. Additionally, Hosnan (2014) suggests that the following are the objectives of cooperative learning: 1) broad acceptance, and improvement of academic performance by students; 2) widespread acceptance of individuals with diverse abilities, interests, and characteristics; and (3) teach students how to work together and cooperate. According to Hosnan (2014), there are six main steps that a teacher must take to implement cooperative learning. These steps are conveying the goals and motivation of the students, presenting information, organizing the students into study groups, guiding the study groups, and evaluating and awarding them.

4. Problem-based learning

In problem-based instruction, students take an active part in the investigation of confusing problems and situations for which there are no clear answers. Using their methods and resources, students using this approach

can investigate problems in a variety of ways. Students can use their special abilities, contribute their strengths, identify problems of their own choosing, and design projects that address problems in authentic and challenging ways with problem-based learning.

5. Condensing the curriculum and teaching

If students have a firm grasp of the knowledge and skills related to a particular subject, the teacher can condense the curriculum for this subject. This means quickly reviewing lesson content and then allowing some students to move on to more complex, higher-level ideas, concepts, and skills.

6. Tiered activities

This activity allows all students to focus on the same understanding and skills but with different abstractions and complexities. When teachers use tiered activities, they must make it more difficult for students with specific skills and knowledge in a particular area. Dodge (Arends, 2013) proposes three phases in creating layered tasks, in particular: (1) creating tasks for grade level students; (2) creating assignments for students who struggle and providing assistance to ensure their success in completing them; and (3) creating challenging assignments for students with higher levels of education. Instead of just adding to the job, these tasks need to increase their level of functioning.

7. Self-study and learning contracts

This strategy requires students to learn independently. Students and teachers agree about learning topics that will be worked on by students. By the agreed-upon learning topics, students are given the freedom to select the desired learning resources. Students will be able to work independently and acquire planning skills thanks to this strategy, which is based on learning styles and allows them to work at a pace that works for them. This strategy

focuses on readiness and learning profiles.

8. Flexible grouping

One of the most important practices in differentiation learning activities is flexible grouping. Activities that temporarily place students in small groups and keep them in regular classes are included in this practice. Students can be put into groups according to their readiness, learning styles, and learning profiles. Additionally, students can be divided up into large, small, or pair groups.

9. Tic Tac Toe selection board

Students can practice the skills they have learned and demonstrate and broaden their understanding of concepts by participating in multiple assignments with this strategy. Students are given a choice of three assignments that are adjacent to one another or diagonally. The student's readiness, interests, and preferences for learning are the foundation of this choice board.

Some of the principles and characteristics that need to be considered in heterogeneous classroom learning (Tomlinson, 2000), namely:

1. Assessment that is ongoing and closely connected to instruction.
2. Teachers are seekers and collectors of information about students and how students learn under certain conditions. The results obtained by the teacher regarding student readiness, interests, and student learning patterns can help teachers plan the next steps in making instructions.
3. Teachers put in a lot of effort to provide "rewards" for each student. Whatever the student's work is, it must be valued equally, equally engaging, and equally focused on essential understandings and skills to be achieved.
4. Flexibility is the hallmark of grouping classes, the basis for grouping students is not monotonous. It can be changed as needed; for instance, in the first two

meetings, students are grouped according to their learning styles; however, in the third meeting, students' readiness can be taken into consideration.

5. The teacher intends to extend the time allotted for instruction to provide each student with a variety of learning partners.
6. Using open questions.

Permendiknas No 41 of 2007 concerning process standards for unit primary and secondary education explains the principles of lesson plans or teaching modules, one of which is to pay attention to the individual differences of students. According to the regulations of the government and the Permendiknas that students must learn actively in learning activities and preparation of lesson plans and pay attention to student learning styles. The flow of learning objectives becomes the basis for educators to develop lesson plans for teaching modules. In the teaching modules, teachers have the flexibility to compile, develop and modify teaching modules and adapt them to the needs and characteristics of students.

Teaching modules are the same as lesson plans. A teaching module is a document that contains learning objectives, steps, and assessments required in one topic unit based on the learning objectives flow. According to Tjiptiany (2016), modules are teaching materials that are arranged systematically and interestingly that contain material content, methods, and evaluations that can be used independently. In general, teaching modules have three domain components, that is Learning Objectives, The Steps of Learning, and Learning Assessment. Teachers can develop their modules by adding other components beyond the main components. Through applying differentiated instruction in writing teaching modules, teachers can develop learning designs that are adapted to the characteristics and learning needs of their students.

From all the statements above, the

writer tried to give a solution through analysing the implementation of DI in teacher's module. Thus, by this research, the writer tried to analysing the implementation of DI in its aspects by Tomlinson, that is the aspect of content, the aspect of process, and the aspect of product which conducted in a teacher's module. The writer used teacher's module and analyzed it based on DI theory to gain the good understanding how the teacher can implemented DI in their teaching-learning process. So that, the student can learn in their way and style to achieve successful learning and increase their potential.

METHODS

The writer used descriptive qualitative research to conduct the research towards differentiated instruction through analysis of teacher's modules. Based on Sugiyono (2010), states that qualitative research is descriptive. It means that the collected data was in the form of words rather than numbers. In addition, Gay (2006) said that qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data to gain insight into a particular phenomenon. The data used in this research was qualitative in the form of teacher's modules and how it is being implemented with DI by the teacher. The writer used two data sources, namely; a. Primary data in this research was the teacher's modules, and secondary data was analysis and interpretation by the writer. This research used teachers' modules and their correlation with the implementation of differentiated instruction. The techniques of data collection in this research were; to identify the teacher's modules, and classified the teacher's modules according to the theory of differentiated instruction by Tomlinson (2001). The techniques of analyzing the data were; listing the data, identifying the data, classifying the aspect of differentiated instruction used, then analyzing it into three aspects according to Tomlinson's theory of differentiated instruction. By using this

method, it is expected to give a clearer understanding of differentiated instruction to develop students' potential through writing the lesson plan or modules.

RESULTS/FINDINGS

<ul style="list-style-type: none"> - Unsur kebahasaan report • Peserta didik diberi kesempatan untuk studi pustaka (browsing dan atau mengunjungi perpustakaan) guna mengeksplorasi <ul style="list-style-type: none"> - Definisi report - Struktur teks report - Unsur kebahasaan teks report • Peserta didik berkolaborasi dengan guru membahas hasil temuan siswa tentang struktur teks, unsur kebahasaan dalam teks report • Guru menyampaikan assessment diagnostic
<p>Kegiatan Asinkronus</p> <p>Peserta didik mengerjakan tugas Asinkronus yang terdapat dalam Lembar kerja siswa dengan tahapan-tahapan sebagai berikut :</p> <p>a) Mulai dari diri</p> <p>Peserta didik menjawab pertanyaan tentang definisi, struktur teks, dan unsur kebahasaan dari teks report.</p> <p>b) Eksplorasi konsep</p> <ul style="list-style-type: none"> - Peserta didik membaca materi yang berkaitan dengan teks report - Peserta didik mengeksplorasi lebih jauh teks eksposisi dengan melihat video pembelajaran tentang teks report. <p>c) Ruang Kolaborasi</p> <ul style="list-style-type: none"> - Peserta didik di bagi secara berkelompok dengan 6 anggota didalamnya, dilanjutkan dengan diskusi guna menganalisis teks report yang telah dibagikan pada setiap kelompok. - Masing-masing kelompok mempresentasikan hasil diskusi di dampingi oleh guru. <p>d) Refleksi Terbimbing</p> <p>Guru menyediakan soal pengayaan bagi siswa yang</p>

Picture 1. Teaching Modules

<p>teks, dan unsur kebahasaan dari teks report.</p> <p>b) Eksplorasi konsep</p> <ul style="list-style-type: none"> - Peserta didik membaca materi yang berkaitan dengan teks report - Peserta didik mengeksplorasi lebih jauh teks report dengan melihat video pembelajaran tentang teks report. <p>c) Ruang Kolaborasi</p> <ul style="list-style-type: none"> - Peserta didik di bagi secara berkelompok dengan 6 anggota didalamnya, dilanjutkan dengan diskusi guna menganalisis teks report yang telah dibagikan pada setiap kelompok. - Masing-masing kelompok mempresentasikan hasil diskusi di dampingi oleh guru. <p>d) Refleksi Terbimbing</p> <ul style="list-style-type: none"> - Guru menyediakan soal pengayaan bagi siswa yang dikerjakan secara individu sebagai bentuk dari refleksi terbimbing terkait teks report.
<p>Penutup</p> <ul style="list-style-type: none"> • Merefleksikan dan membuat kesimpulan bersama siswa • Menutup pelajaran dengan doa bersama
<p>Pendahuluan</p> <p>Pertemuan 3 : Menulis-Mempresentasikan</p> <p>Kegiatan Sinkronus [Elaborasi pemahaman]</p> <ul style="list-style-type: none"> • Mengawali memberi salam dan meminta salah satu peserta didik untuk memimpin berdoa • Menanyakan anak didik mendengarkan lagu profil pelajaran Pancasila • Memantau kehadiran dengan mengabsen peserta didik • Memotivasi peserta didik untuk lebih fokus dan semangat dalam mengikuti pembelajaran • Mengingatkan peserta didik agar selalu mematuhi protokol kesehatan dalam semua kegiatan
<p>Inti</p> <p>Kegiatan Sinkronus [Elaborasi pemahaman]</p>

Picture 2. Teaching Modules

	dikerjakan secara individu sebagai bentuk dari refleksi terbimbing terkait teks report.
Penutup	<ul style="list-style-type: none"> Menyampaikan ke peserta didik untuk mengerjakan tugas Asinkronus Memutup dengan doa bersama - sama
Portemuan 2 : Membaca- Memirsa	
Pendahuluan	Kegiatan Sinkronus (Elaborasi pemahaman) <ul style="list-style-type: none"> Mengawali memberi salam dan meminta salah satu peserta didik untuk memimpin berdoa Mempersilahkan anak didik mendengarkan lagu profil pelajaran Pancasila Memantau kehadiran dengan mengabsen peserta didik Memotivasi peserta didik untuk lebih fokus dan semangat dalam mengikuti pembelajaran
Inti	Kegiatan Sinkronus (Elaborasi pemahaman) <ul style="list-style-type: none"> Siswa diberi sebuah teks report Siswa diminta untuk membaca teks yang diberikan Siswa menganalisa unsur kebahasaan yang digunakan dalam teks report tersebut Siswa membandingkan Kata Kerja yang dipergunakan dalam teks (misalkan penggunaan simple tenses, general nouns, relative verbs, linking verbs) Siswa menyimpulkan penggunaan Kata Kerja tersebut dengan benar Kegiatan Asinkronus Peserta didik mengerjakan tugas Asinkronus yang terdapat dalam Lembar kerja siswa dengan tahapan-tahapan sebagai berikut : a) Mulai dari diri Peserta didik menjawab pertanyaan tentang definisi, struktur

Picture 3. Teaching Modules

	di dampingi oleh guru. d) Refleksi Terbimbing - Guru menyediakan soal pengayaan bagi siswa yang dikerjakan secara individu sebagai bentuk dari refleksi terbimbing terkait teks report.
Penutup	<ul style="list-style-type: none"> Guru mereview kembali materi yang telah dipaparkan bersama murid dan membuat kesimpulan Memutup dengan doa bersama - sama

II. LEMBAR KERJA PESERTA DIDIK

LAMPIRAN PERTEMUAN I

Assessment Formatif

The Importance of protecting the environment

Plants, individuals, creatures and nature are association. Plants require a decent domain for developing, creatures need plants to eat, and human need everything to survive. Everything went as regular until the human who devastating it. Nobody of living things on the earth who can crushing it with the exception of the human.

Globalization might as of now be well known to you. Globalization can quicken the rate of economy appliances. Innovation created throughout the years turn into an apparatus that can without much of a stretch human works. Indeed, even to bolster it numerous new advances are conceived for instance a PC. Lamentably, the velocity of current mechanical change not took after by ensuring consciousness of encompassing environment. Monstrous oil penetrating brought on by the human vehicle is expanding alongside expanding human populaces from year to year. At long last, the waste delivered from the vehicles, get to be one of the fundamental variables dirtied air around us. A ton of natural harm that

Picture 4. Teaching Modules

we regularly listen, for instance, a worldwide temperature alteration ,corrosive downpour, nursery impact, ecological contamination et cetera.

The nursery impact created by extreme carbon dioxide gas and causes a dangerous atmospheric deviation makes the earth more sultry. The following marvel is corrosive downpour, in spite of the fact that it can avoid an unusual weather change however corrosive downpour is more perilous, people are the primary driver ! Begin From now we should keep our surroundings for our grandchildren one day later, since regardless of how little function you do, will be felt by our youngsters and grandchildren one day later.

<https://www.kuliahbahasainggris.com/artikel-bahasa-inggris/>

ANSWER THE QUESTIONS

- What is the purpose of the text?
- What are the generic structures of the texts?
- Which are the paragraphs showing the general classification and description?

Find the structure of the text and discuss with your pair/group based on the text.

Picture 5. Teaching Modules

LAMPIRAN PERTEMUAN II

Reading Text

Answer the following questions!

My School Environment

My school name is SMAN 3 Kupang. The place where I got many knowledge about language, math, science, social, art, etc. SMAN 3 located in W.J. Lamentik street number 123. My school is not big, but it is very clean and beautiful. The color is light green. Now, my school has a program about clean environment, that the students don't throw away the rubbish everywhere. All of the students must responsible to throw away the rubbish in a certain place, that school has prepared the removal place at the back of school. Not only the students, but also the teachers and the others must responsible too. I am proud to study in SMAN 3 Kupang. The facilities and the school environment can make me comfortable to study. So, I am very glad to study in this school.

<https://brainly.co.id/tugas/5793610>

Questions

- What is the text about?
- Where does the writer study?
- Where is the location of SMAN 3 Kupang?
- What is the program of SMAN 3 Kupang now?
- Why is the writer proud of studying in SMAN 3 Kupang?

Picture 6. Teaching Modules

On the first sheet of the teacher's teaching module, it reads general school information. Starting from the phases, time allocation, school identity, and teacher identity, as well as learning outcomes. In addition, the teacher also wrote down the students' initial abilities as a basis before studying the report text material. This initial ability provides an overview of the understanding that students already have as a manifestation of the teacher's efforts in mapping the learning needs of students by identifying the initial abilities of their students. Identifying students' initial abilities is important thing in compiling teaching modules that apply differentiated instruction.

On the second sheet, the teacher begins to write down the facilities and infrastructure as well as the learning model. The teacher uses the independent learning model as a teacher's effort in carrying out learning, and face-to-face learning mode because learning can be done directly and face-to-face.

The teacher explains what meaningful understanding students will get after studying the topic on the third sheet. In differentiated instruction, students become the center of learning so they need to know what understanding they will get after they have finished studying topics that can be applied in their lives. Of course, it is

the teacher's job to make connections between learning topics and the real life of students so that they can use their understanding directly in their daily lives. In addition to meaningful understanding, trigger questions are another part of implementing differentiated instruction. In the process, the teacher cannot directly give directions on what topics will be studied at the beginning, but by giving trigger questions as a stimulus so that students can think critically and use their reasoning.

The learning activities, it is divided into opening, main, and closing activities. The teacher used the types of activities are synchronous and asynchronous activities. Synchronous activities are learning activities that are carried out directly, namely through Zoom, Google Meet, or telephone, while asynchronous activities are carried out indirectly by using an LMS or e-mail. These two types of learning activities are more appropriate when used in distance learning which utilizes media technology as the main mode of learning.

On the fourth sheet, the teacher delivers a diagnostic assessment. Diagnostic assessment is an important part of differentiated learning to determine the characteristics, interests, and talents of students, as well as their learning needs. In exploration activities, the teacher asks students to explore their knowledge and understanding of the material by conducting literature studies and watching learning videos. This proves that the teacher has implemented DI by looking at learning styles (learning profiles) and students' interests in the process of gaining understanding by accommodating visual and audio-visual learning styles. Thus, the teacher implemented DI in the aspect of the content.

Page five in the teacher's teaching module explains the activities that will be carried out in the second meeting. During the main activity, the teacher gives a report text and asks students to analyze it. It proves that the teacher only accommodates visual learning styles, the teacher has not

facilitated students with auditory and kinesthetic learning styles.

At the third meeting, the teacher asked students to observe the surrounding environment and write notes as observation material before making a report text. The application of DI in the independent curriculum is flexible. Learning activities are not limited to the classroom, but students can study anywhere, learn anything, and gain understanding from anywhere so teachers can take advantage of this flexibility in the learning process. In this case, the teacher makes use of the surrounding environment so that students can observe directly and the results of their observations are in the form of report text. Observation outside the classroom environment provides opportunities for teachers to provide meaningful learning experiences for students, especially for students with kinesthetic learning styles who like to do activities both inside and outside the classroom.

All the learning activities already apply the concept of DI, the teacher used peer or small group discussion. However, in DI it is hoped that teachers can use other teaching strategies that can be applied, not only peer or small group discussion including; Project Based Learning, Problem-Based Learning, Jigsaw, etc. According to the teacher's modules, it is always used to group either small groups or peer groups. It will be better if the teacher can use learning strategies in DI. The content or material provided has accommodated the learning styles of students, this is evidenced by the teacher giving freedom to students in seeking knowledge and understanding with literature and learning through learning videos provided by the teacher. There is the application of DI in the content aspect, the use of different content or material but still with the same topics and discussions. Aspects of the process in DI are manifested by the teacher in providing activities for peer or small group discussion. Even though the teacher has not implemented the

learning strategies recommended in DI, group activities can accommodate students with different levels of understanding so that students with lower understanding can be helped through group activities. Group activity is a must for teachers to apply DI.

In the first and second meetings, the teacher gave assignments in the form of text analysis and answered questions. This type of student worksheet can accommodate students' visual learning styles, by using text, students who like visual learning styles can feel comfortable writing and reading texts. However, if we look at the DI concept where teachers are required to be able to provide HOTS questions so that teachers can improve students' reasoning and critical thinking skills. The questions in the student's worksheet cannot be categorized as HOTS questions, so the teacher needs to revise and attach some of the HOTS questions to the student's worksheet.

In the third student's worksheet, the teacher gives a video example report text. The teacher provides a stimulus in the form of a video so that students with a visual-auditory learning profile can be accommodated. Then the teacher asks students to identify and analyze the environment around them. With these activities, students will not feel bored because they have to sit quietly in class for a long time so that the teacher can provide variations in learning. Besides that, students can easily express their understanding because they can see and observe directly. Although the format assessment is still in writing text, in the process of increasing their understanding, the teacher can provide different and enjoyable learning variations. It will be better if the teacher can provide the student's learning profile by applying DI in the aspect of the product. Teachers can ask the students to submit their assignments in a format that students like and are interested in.

For the product aspect, the teacher gave an assignment in the form of a written

and short question and answer. This is considered less varied because teachers limit students' creativity in presenting their learning outcomes. It will be better if the teachers can use many forms of student assignments to increase their activity and soft skill to operate the media and technology. Through analysis in giving assignments, teachers have implemented DI. For students who have a visual learning style, it can be accommodated by providing text and writing activities. Then the teacher also provides a video to accommodate students with a visual-auditory learning style. However, the teacher has not been able to give assignments to students with an auditory learning style who likes to hear, and kinesthetic for students who like to do physical activities.

CONCLUSION

Differentiated Instruction focused on independent learning. DI is expected to increase students' potential by giving various learning activities according to the student's readiness, interest, and learning profile. The writer uses three aspects of DI according to Tomlinson (2000), namely aspects of content, process, and product. A teaching module is a document that contains learning objectives, steps, and assessments. Teaching modules help teachers in carrying out learning, especially to apply DI in their classes. In the DI, teachers are expected to integrate and use various media and technology to support their learning activities. All the learning activities that apply DI are expected to give flexibility to the teachers and students in gaining knowledge and understanding in the teaching-learning process. This flexibility can be done by using various activities, such as giving various contents, treating students according to their learning needs and learning styles, and giving freedom for students to choose the format assignment according to their interests. The teacher must be able to guide and give teaching-learning processes according to their characteristics. It can be done by using

DI, it can be applied in one or all aspects, such as content, process, and/or product. Applying DI can increase student's potential because teachers can use many ways to achieve learning objectives and students are given the freedom to learn in their way and style to achieve successful learning.

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