

THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION IN SMK MUHAMMADIYAH BLIGO

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui gaya belajar siswa dan untuk mengetahui ada tidaknya perbedaan hasil belajar dari metode pembelajaran differensiasi dengan gaya belajar siswa kelas sepuluh SMK Muhammadiyah Bligo. Penelitian ini merupakan penelitian tindakan kelas yang melibatkan tiga differensiasi gaya belajar yaitu visual, auditori dan kinestetik. Penelitian ini dibagi menjadi dua siklus yaitu siklus I dan siklus II. diawali dengan tahapan perencanaan, pelaksanaan, observasi, evaluasi dan refleksi. Teknik pengumpulan data menggunakan tes gaya belajar dan tes evaluasi. Hasil penelitian yang dilaksanakan 33 siswa. Pada siklus I diperoleh gaya belajar siswa dengan masing-masing gaya belajar visual 14 siswa, auditori 3 siswa dan kinestetik 13 siswa dan 3 non dominan. Hasil belajar pada siklus I dengan nilai rata-rata 69,75 dengan percentage ketuntasan 45% meningkat pada siklus II menjadi 87,25 dengan percentage ketuntasan 85%. Penggunaan model pembelajaran berdifferensiasi ini berpengaruh terhadap semangat belajar siswa serta meningkatkan hasil belajar siswa.

Kata Kunci: Diferensiasi, Gaya belajar, Hasil belajar

ABSTRACT

This study aims to determine the learning styles of students and to determine whether there are differences in learning outcomes from differentiated learning methods based on learning styles of tenth grade students of SMK Muhammadiyah Bligo. This research is a class action research involving three differentiated learning styles namely visual, auditory and kinesthetic. This research was divided into two cycles, namely cycle I and cycle II. First with the stages of planning, implementation, observation, evaluation and reflection. Data collection techniques used were learning style tests and evaluation tests, the results of research conducted by 33 students. In the cycle I obtained students' learning styles with each 14 students of visual learning style, 3 auditory students, 13 kinaesthetic students and 3 non-dominant. Learning outcomes in cycle I with an average score of 69.75 with a percentage of completeness of 45% increase in cycle II to 87.25 with a percentage of completeness of 85%. The use of this differentiated learning model affects the enthusiasm for student learning and improves student learning outcomes.

Kata Kunci: Differentiated Instruction, Learning style, Learning Outcomes

INTRODUCTION

Indonesian education is currently leading to positive changes in accordance with the thinking of Ki Hajar Dewantara, that education is oriented towards four perspectives, namely physical, intellectual, spiritual and social goals. The position of educators becomes facilitators and motivators for students. The current curriculum change using the independent curriculum, which plays a role in creating a happy learning atmosphere for students, requires teachers to teach by adjusting the characteristics of the students they face. (Apriati et. al 2023).

The current curriculum change uses the independent curriculum, which refers to humanizing people and freedom in learning. Teachers as educators play a role in creating a happy learning atmosphere for students. The uniqueness of each learner requires teachers to teach by adjusting the characteristics of the learners at hand. Teachers should have a positive impact by planning appropriate learning methods

and strategies to make it easier for students to receive material so that learning is more optimal. As a response to the implementation of the independent curriculum, namely the implementation of differentiated instruction. Differentiated instruction is actually not new in the world of education. However, in the independent curriculum teachers are expected to be able to implement differentiated learning with various fun strategies. According to Tomlinson (2017), differentiated learning is learning that is oriented towards students' needs.

By making an effort adjusting students' learning readiness, interests, and learning styles. In this study, researchers implemented differentiated learning based on students' learning styles.

.According to Tomlinson (2010) in general, there are three learning styles, namely Visual, Auditory, Kinesthetic, Visual learning style is a learning style that is more likely to prioritize the sense of sight, student who have an auditory learning style are more dominant in the auditory function. Students with this style usually prefer to learn outside the classroom because they feel uncomfortable staying in one place for a relatively long time. The application of differentiated learning through learning styles is expected to be able to make students involved during the learning process because learning is carried out according to the interests and innate talents of students so that student potential can develop optimally.

English is one of the subjects in the *Merdeka Curriculum* at SMK Muhammadiyah Bligo. English is one of the subjects that is not much liked by students. Many consider English as a difficult subject and even they tend not to be interested in learning English. Therefore, the suitability of the method, strategy or learning model used with the English material to be taught is very necessary to be reviewed by a teacher before carrying out learning activities, so that learning is more meaningful, namely students centred.

Based on the explanation above, the research focused was obtained, from, to find out students' learning style and to find out whether there are differences in students' learning outcomes from differentiated instruction based on learning style. The writer is interested in investigating "The Implementation of Differentiated Instruction in SMK Muhammadiyah Bligo"

RESEARCH METHOD

This research used classroom action research. This research was conducted at SMK Muhammadiyah Bligo, Buaran District, Pekalongan Regency, Central Java Province. The subjects of this research were the tenth grade students of Accounting of SMK Muhammadiyah Bligo Pekalongan for the academic year 2023/2024. There were 33 students, consisting of 29 female and 4 male. In data collection techniques, the writer used learning style diagnosis test and evaluation test sheet. The learning style diagnosis test was used to collect students' learning styles and the evaluation test was used to analyze learning achievement.

FINDINGS AND DISCUSSION

This study aims to analyze the various kinds of student learning styles on student learning outcomes in English language learning on procedure text material in class X SMK Muhammadiyah Bligo. To find out students' learning styles, researchers diagnose using the application <https://akupintar.id/tes-learning-styles>. The application provided a series of closed questions that must be answered by the student to determine the student's learning style. There are three types of learning styles based on the results of using the akupintar.id application, namely visual, auditory, and kinaesthetic. Based on the learning style diagnostic assessment of 33 students, the following results were obtained.

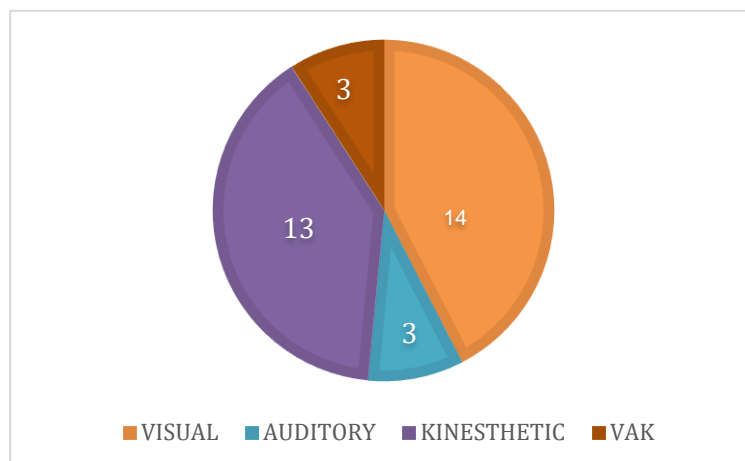


Figure 1. Student Learning Style Diagnostic Test Results

The figure above can be described as follows: (1) students with visual learning styles were 14 students, (2) students with kinaesthetic learning styles were 13 students, (3) students with auditory learning styles were 3 students, and (4) students with non-dominant learning styles (visual, auditory, and kinaesthetic) were 3 students.

The implementation of differentiated learning that was carried out during learning was by providing different media to students. The teacher divided students into three groups based on their learning styles, namely visual, auditory and kinaesthetic groups. For students with visual learning styles, the teacher delivered the material through videos and posters with the help of canva media that presents the structure of procedure text. For the auditory learners, the material delivered by voice record that explained the procedure text, and the last kinaesthetic learning style, the material is delivered directly and observationally. As for students with non-dominant learning styles, students with learning style abilities in all three aspects of visual, auditory, or kinaesthetic were given the opportunity by the teacher to choose the group they wanted to join. The teacher gave the students' worksheet and then asked each group to take turns explain the material related to the procedure text. Then the visual group can choose final product in the form of videos, posters or comics, meanwhile the kinaesthetic learners were given a final product using practice on how to make something. For the auditory learners they created a podcast. By using different media and different treatment in differentiated learning so that students do not feel bored, more confident, and the potential in students can develop

Table 1. Increasing Students' Learning Outcomes

No.	Name	Cycle I	Cycle II	Criteria
1.	ATS	65	70	Increased
2.	ALN	75	90	Increased
3.	AZA	65	75	Increased
4.	AA	60	85	Increased
5.	APKD	90	90	Consistent
6.	AKI	85	90	Increased
7.	BM	60	75	Increased
8.	DOW	80	95	Increased
9.	DAS	60	80	Increased

10.	ECM	45	75	Increased
11.	FZ	60	75	Increased
12.	FAA	65	80	Increased
13.	HM	70	80	Increased
14.	IIH	75	80	Increased
15.	IMM	75	80	Increased
16.	JZ	80	85	Increased
17.	MFN	60	60	Consistent
18.	MRA	65	75	Increased
19.	MR	70	75	Increased
20.	MH	70	95	Increased
21.	MF	75	80	Increased
22.	MI	75	95	Increased
23.	NL	75	85	Increased
24.	NS	75	80	Increased
25.	NAA	65	80	Increased
26.	SB	80	85	Increased
27.	S	65	75	Increased
28.	SA	75	90	Increased
29.	SU	50	50	Cinsistent
30.	WRN	70	80	Increased
31.	WE	70	80	Increased
32.	ZT	75	80	Increased
33.	ZA	40	70	Increased
Criteria	Complete	14	29	
	Incomplete	19	4	

Based on the table, it can be seen students' learning outcomes in the cycle I 14 students who complete and 19 students incomplete. After the action in cycle II, students' learning outcomes was increased namely 29 students who complete and only 4 students who did not completed.

Table 2. Classically Completeness Students' Learning Outcomes

No.	Test	Students Completed	Average score	Completeness (%)
1	Cycle I	14	68	42.42%
2	Cycle II	29	80	87.88%

Based on the table, the average students score in the first cycle was 68 with 42.42% classically completeness. This shows that learning using differentiation has not been completed classically. Because a class is said have completed learning if the class has $\geq 85\%$. Furthermore, the writer reflected and continued in cycle II. In cycle II, the average student score was 80 with 87.88% classical completeness. The increased students' learning outcomes can be seen from the number of students' who completed classically and the average score in each cycle. The increase in classical students' learning outcomes in

cycle I and cycle II was 45.46%, using differentiated instruction based on learning style in English language in procedure text material had carried out optimally even though in this implementation there were still those who have not completed namely 4 students. However, the students' learning outcomes had increase classically. It means the research do the study successfully.

CONCLUSION

Based on the data and discussion obtained from the results of the research, the implementation of differentiated learning for English subjects in tenth grade of SMK Muhammadiyah Bligo can be concluded as follows:

1. Data obtained from learning style tests categorized according to the type of learning style, namely visual, auditory, and kinaesthetic was given to 33 students of SMK Muhammadiyah Bligo obtained student learning styles with each learning style visual 14 students, auditory 3 students and kinaesthetic 13 students and 3 non-dominant learning style.
2. The effect of the implementation of differentiated instruction method in English learning for tenth grades students of SMK Muhammadiyah Bligo is the increased in student learning outcomes as showed by the average score of the students cycle I 69.75 with a completeness percentage of 45% increase in cycle II to 87.25 with a completeness percentage of 85%. The use of this differentiated learning method also affects the enthusiasm for student learning and increases student learning outcomes.

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