

**THE INTEGRATION OF DIFFERENTIATED INSTRUCTION
STRATEGIES IN THE ENGLISH TEACHING MODULE OF
JUNIOR HIGH SCHOOL**



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of Sarjana Pendidikan**

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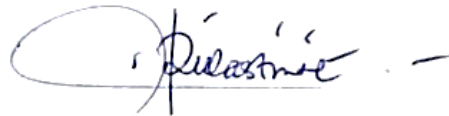
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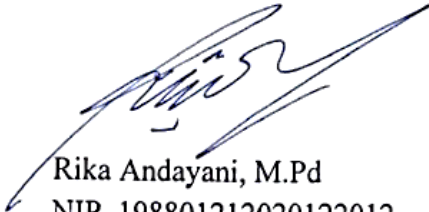
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ABSTRACT

Julian Chelsea. 2024. *The Integration of Differentiated Instruction Strategies in the English Teaching Module of Junior High School.* Jakarta: English Language Education Study Programme, Faculty of Languages and Arts, Universitas Negeri Jakarta, July 2024.

Differentiated instruction (DI) is one of the Merdeka Curriculum's improvements to support students in reaching their full potential. The implementation of DI starts from planning the differentiation to provide personalized learning experiences tailored to student's readiness, interests, and learning profiles. However, research on strategies for planning DI remains limited, particularly within the teaching modules. Therefore, this research investigates the type of DI strategies and the most integrated strategies in the teaching modules created by teachers and uploaded to *Platform Merdeka Mengajar* (PMM). With a descriptive qualitative approach, this study employed a deductive content analysis method to identify the DI strategies integrated into fifteen teaching modules of Junior High School, particularly in the learning activities section. This study used Tomlinson's DI strategies refined by Hockett (2018) as a framework of reference. The study revealed 21 strategies integrated into the teaching module from a total of 47 strategies to differentiate the content, process, and product based on student readiness, interest, and learning profile. This study emphasizes two strategies that are widely used by teachers, which are *providing less/more support for the task* and *giving product options that vary by interest*. Further analysis revealed content as the most differentiated curricular element with 10 strategies integrated into the teaching modules, followed by 8 strategies to differentiate the process and 3 strategies to differentiate the product. In terms of student variances, readiness was differentiated the most with a total of 9 strategies, 6 interest differentiation strategies, and 6 learning profile differentiation strategies. This study provides specific DI strategies integrated into the teaching modules to assist teachers in integrating more strategies in broader classroom implementation. The findings of this study support Abdillah et al (2022) study on strategies to differentiate the lesson plan. It can be concluded that DI is implemented in the English teaching modules for junior high school by integrating various strategies to differentiate the instruction. Further research is needed to examine the integration of these strategies in classroom teaching practices.

Keywords: *differentiated instruction, differentiated instruction strategies, teaching modules, Platform Merdeka Mengajar, English learning.*

ABSTRAK

Julian Chelsea. 2024. *Integrasi Strategi Pembelajaran Berdiferensiasi dalam Modul Ajar Bahasa Inggris Sekolah Menengah Pertama*. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta, Juli 2024.

Pembelajaran berdiferensiasi adalah salah satu pembaruan dalam Kurikulum Merdeka untuk mendukung siswa mencapai potensi sepenuhnya. Implementasinya dimulai dari perencanaan diferensiasi untuk memberikan pengalaman belajar sesuai dengan tingkat kesiapan, minat, dan profil belajar siswa. Namun, penelitian tentang strategi perencanaan diferensiasi masih terbatas, terutama dalam modul ajar. Oleh sebab itu, penelitian ini bertujuan untuk menginvestigasi tipe strategi pembelajaran berdiferensiasi dan strategi yang paling banyak diintegrasikan dalam modul ajar yang dibuat oleh guru dan diunggah ke Platform Merdeka Mengajar (PMM). Dengan pendekatan kualitatif deskriptif, penelitian ini menerapkan metode analisis konten deduktif untuk menemukan strategi pembelajaran berdiferensiasi yang diintegrasikan dalam lima belas modul ajar bahasa Inggris untuk Sekolah Menengah Pertama, khususnya pada bagian langkah-langkah pembelajaran. Strategi pembelajaran berdiferensiasi Tomlinson yang dikembangkan oleh Hockett (2018) digunakan sebagai kerangka dalam penelitian ini. Penelitian ini menemukan 21 tipe strategi terintegrasi dalam modul ajar dari total 47 tipe strategi untuk mendiferensiasikan konten, proses, dan produk berdasarkan tingkat kesiapan, minat, dan profil belajar peserta didik. Penelitian ini menegaskan dua strategi yang banyak digunakan, yaitu *menyesuaikan bantuan untuk peserta didik dalam mengerjakan tugas* dan *memberikan opsi produk sesuai dengan minat peserta didik*. Analisis elemen yang dimodifikasi menunjukkan bahwa konten merupakan elemen yang paling banyak didiferensiasikan dengan jumlah 10 strategi, diikuti dengan 8 strategi diferensiasi proses dan 3 strategi diferensiasi produk. Dalam hal variasi peserta didik, tingkat kesiapan peserta didik paling banyak didiferensiasikan dengan jumlah 9 strategi, 6 strategi diferensiasi minat, dan 6 strategi diferensiasi profil belajar. Studi ini menghasilkan strategi yang spesifik untuk mengintegrasikan diferensiasi dalam modul ajar untuk membantu guru dalam mengintegrasikan lebih banyak strategi. Temuan dalam penelitian ini mendukung penelitian Abdillah et al (2022) tentang strategi diferensiasi dalam rencana pembelajaran. Dapat disimpulkan bahwa pembelajaran berdiferensiasi telah diimplementasikan dalam modul ajar bahasa Inggris untuk SMP dengan mengintegrasikan berbagai strategi diferensiasi. Penelitian lebih lanjut dan komprehensif dibutuhkan untuk meneliti integrasi strategi tersebut dalam praktik pengajaran di ruang kelas.

Kata kunci: *pembelajaran berdiferensiasi, strategi pembelajaran berdiferensiasi, modul ajar, Platform Merdeka Mengajar, pembelajaran bahasa Inggris.*

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