

A New Program to Foster Inclusion: Unraveling Language Teachers' Pedagogical Practices to Differentiated Instruction

Nur Ihsan Halil

Universitas Sembilanbelas November Kolaka, Indonesia
Email: Nurihsan6411@gmail.com

Hendri Yawan

Universitas Sembilanbelas November Kolaka, Indonesia
Email: hendriyawan@usn.ac.id

Andi Nur Hasanah

Universitas Negeri Makassar, Indonesia
Email: Umbhaa.maddusila@gmail.com

Hariadi Syam

Universitas Sembilanbelas November Kolaka, Indonesia
Email: Adhsyam88@gmail.com

Netty Huzniati Andas

Universitas Sembilanbelas November Kolaka, Indonesia
Email: Netty.andas31@gmail.com

Marhamah

Universitas Sembilanbelas November Kolaka, Indonesia
Email: marhamah@usn.ac.id

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Abstract

The "*Guru Penggerak*" program is Indonesia's *Merdeka Belajar* initiative, aiming to enhance the quality of education by equipping teachers to implement differentiated instruction (DI). This study investigates its implementation focusing on Indonesian language teachers who have been qualified as the *Guru Penggerak*. Drawing on a qualitative case study conducted in three Indonesian senior high school teachers, this research explores how teachers integrate DI across content, process, and product domains in language education. Findings reveal that teachers adeptly differentiate content by curating diverse learning materials and collaboratively establishing classroom agreements. Process differentiation entails tailoring instructional delivery to accommodate varied learning styles and readiness levels, employing specialty grouping and facilitating student engagement. Moreover, teachers differentiate product by offering multiple avenues for

demonstrating learning outcomes and leveraging technology for flexible assignment submission. Through DI, teachers create inclusive and engaging learning environments, promoting deeper comprehension, critical thinking, and student autonomy. This study underscores the transformative potential of DI in language teaching, advocating for pedagogical approaches that prioritize individual student needs and foster linguistic proficiency.

Keywords: Differentiated instruction; language learning; *Guru Penggerak*

Introduction

The government of the Republic of Indonesia seeks policies to improve the quality of education in Indonesia. One of the programs currently being run by the government is *Merdeka Belajar*. It is a series of programs launched by the government to answer the demands of the 21st century. The program allows teachers and students to independently, freely, and effectively explore the environment, attitudes, knowledge, and skills (Daga, 2021). According to Bell Hooks (Specia and Osman, 2015), educating as a practice of freedom is an interesting and exciting form of teaching and learning for teachers and students.

The Guru Penggerak program is the 5th episode of the freedom of learning program, launched on July 3rd, 2020. The target of this program is the teachers because they have a crucial role in the learning process. *Guru Penggerak* are leaders in student-centred learning, role models, and agents of transformation in the world of education to realize the student profile of Pancasila (Kemdikbud, 2020). *Guru Penggerak* is professional development program for teachers that can develop teachers' social competence and professional abilities (Safrizal, Resti, Nurhafizah, & Husnani, 2022). In addition, the *Guru Penggerak* program is expected to play an essential role in building a positive school vision and culture. Syahril (2020) explained that *Guru Penggerak* would play a role in advancing Indonesian education by creating student-centred learning and driving a better education ecosystem through a change in the learning mindset.

Furthermore, *Guru Penggerak* must be role models with the ability and power to bring a good change in the educational ecosystem in their schools and other school units (Sibagariang, Sihotang, & Murniati, 2021). *Guru Penggerak* is the teacher who motivates other teachers to develop the potential of students holistically in freedom of learning. In freedom of learning, they can manage the learning effectively and must be able to create good relationships with students in the school community by using existing technology, improving the quality of learning, and conducting continuous reflection and evaluation to improve learning practices.

The education and training program for the *Guru Penggerak* conducted for nine months. There are three training modules; one of the learning modules is Student-Based Learning with differentiated instruction topics (Kemdikbud, 2020). Differentiated instruction is a process or philosophy for effective teaching by providing a variety of ways to understand new information for all students in its diverse classroom community. Differentiating instruction is carried out to answer each student's needs, styles, or learning interests.

According to Tomlinson (2003), differentiated instruction means mixing all differences to get information, create ideas, and express what they learn. Thus, differentiation instruction is a learning process that makes diversity in the classroom a process of achieving meaning and content and improving the quality of learning for each student so that students can learn effectively. In implementing differentiated instruction, there are three aspects as the basics for teachers' design in the classroom. They are students' readiness, interest, and learning profile (Tomlinson, 2017). Differentiated instruction is expected to fulfil the needs of the diverse characteristics of students

and encourage teachers to apply varied learning strategies and more meaningful learning activities (Suprayogi & Martin, 2016).

Differentiated instruction, which is one of the focuses of the *Guru Penggerak's* education and training, is expected to be able to maximize the role of teachers as innovators and facilitators in learning (Mulyasa, 2021). Besides, differentiated instruction as the primary point in the *Guru Penggerak* program should be suitable for all of the subjects taught in the school, including language education which is one of the compulsory subjects to be learned.

In addition, differentiated instruction could be applied to language learning based on the investigations conducted in many fields. For example, Saleh (2021) investigated the effectiveness of differentiated instruction in improving reading comprehension skills in the EFL secondary stage in Bahrain. By giving a reading comprehension skills questionnaire and a pre-post EFL reading comprehension test to gain data, findings indicated that the DI strategies helped to develop students' EFL reading comprehension skills.

Zens (2021) studied the impact of differentiated instruction on student engagement and motivation in the language art classroom. The study showed that students were motivated to complete their work. Another study conducted by Majdy (2017) researched to investigate the effect of differentiated instruction on learning English vocabulary and grammar among second graders in UNRWA schools. The study revealed that the Differentiated Instruction Strategies were influential in developing students' English vocabulary and grammar.

Alavinia and Farhady (2012) conducted a study at the Iran Language Institute (ILI) in Urmia with 80 Iranian intermediate female learners. The results indicated that the class in which differentiated instruction had a positive effect on the learning process. Next, Ilma and Dianti (2016) conducted classroom action research to examine the application of differentiated instruction in enhancing vocabulary mastery in the students of TK Arkaan Palembang. The result shows that there was an improvement in students' vocabulary by using differentiated instruction. Moreover, the students' perception of implementing differentiated instruction was good.

The previous studies on differentiated instruction in the language learning context were conducted by applying quantitative and classroom action research (Saleh, 2021; Zens, 2021; Majdy, 2017; Alavinia & Farhady, 2012; Ilma & Dianti, 2016). Furthermore, those studies focused on the student's motivation and skills in learning. In contrast, research on differentiated instruction focused on an language teacher is still very rare. Therefore, this study attempted to investigate the implementation of differentiated instruction by the *Guru Penggerak* in language learning led by teachers who have been qualified as the *Guru Penggerak*.

Literature review

Differentiated instruction

Differentiated instruction, also referred to as differentiated learning, is an instructional approach wherein teachers provide students with various avenues to comprehend the same material. The exploration of research surrounding differentiated instruction has expanded since its inception in 1961 (Tomlinson, 2001). Carol Ann Tomlinson pioneered the concept of differentiated learning in the early years of education. She advocated for teachers to devise distinct learning pathways tailored to individual students to accommodate the diverse needs present in the classroom. Tomlinson posited that students exhibit varying learning styles, interests, and background knowledge, necessitating tailored teaching approaches (Tomlinson & Marcia, 2010).

Differentiated Instruction (DI) is a crucial area of study due to its efficacy in addressing the diverse learning needs of students (Lavrijsen et al., 2021). DI facilitates more adaptable and

efficient learning experiences for students with varying learning styles, needs, and backgrounds (Kohnke, 2022). Research on DI can assist educators in developing more effective and streamlined teaching practices to accommodate the diverse learning demands of their students (Zólyomi, 2022). Moreover, DI has the potential to enhance learning outcomes by boosting student motivation and engagement (Goddard & Kim, 2018).

Additionally, DI contributes to improving inclusivity and equity in education by ensuring more equal access to learning opportunities, taking into consideration individual student variations (Darrow, 2015). Overall, research on DI plays a vital role in supporting educators in implementing more effective and efficient learning approaches, while also promoting educational equity and inclusiveness. Research indicates that differentiated instruction positively influences student learning, resulting in heightened engagement, enhanced academic performance, and increased student satisfaction (Lin et al., 2021). Nonetheless, despite its potential advantages, implementing differentiated instruction poses challenges and demands extensive planning and preparation (Hernandez et al., 2021). Hence, it is crucial to comprehend the concept of differentiated instruction and the supporting research to effectively integrate it into classroom practice.

Differentiated instruction is the way of thinking about the learning process that can be connected to classroom practice in many different ways and strategies (Blaz, 2016). Differentiated instruction is conducted through a series of interrelated, continuous, and iterative steps, which create a cyclical process. The following figure explains the cycle of differentiated instruction.

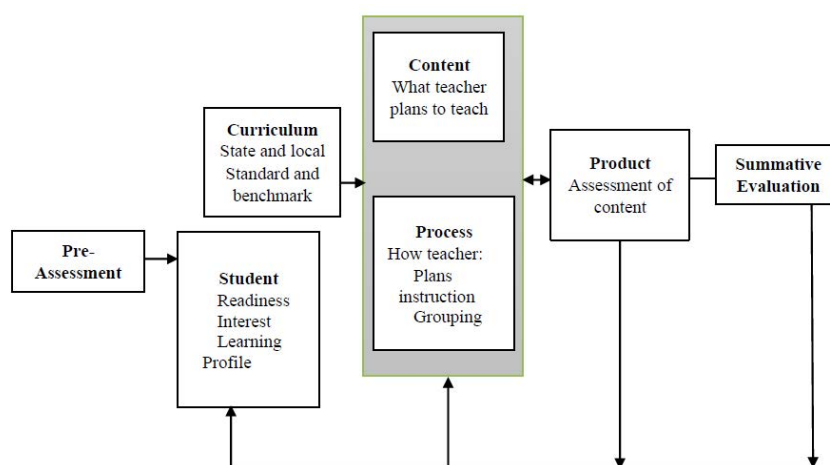


Figure 1. The cycle of differentiated instruction (Hall, 2022)

Figure 1 illustrates the differentiated instruction cycle (Hall, 2002), which aligns well with the Regulation of the Minister of Education and Culture Number 22 in 2016, outlining process standards encompassing planning, implementation, and evaluation of learning for an effective and efficient learning process. The planning phase of differentiated instruction involves pre-assessment and curriculum analysis, followed by the implementation phase based on the results of pre-assessment and curriculum analysis. This phase pertains to the learning process, encompassing content, process, and product differentiation. Finally, the evaluation of differentiated instruction (Hall, 2002) concludes the cycle.

The *Guru Penggerak* Program

The *Guru Penggerak* program, a pivotal component of the *Merdeka Belajar* initiative, was launched on July 3rd, 2020 by the Ministry of Education, Culture, Research, and Technology (Kemdikbud, 2020). Rooted in the concept of freedom of learning, the program aims to empower teachers to guide students in holistic, critical, and creative development (Sibagarian et al., 2021). Teachers who undergo this program are expected to become leaders in learning, fostering student-centered approaches, and serving as role models and agents of educational transformation.

The program aims to cultivate a specific profile for teachers, as outlined in Regulation No. 26 of 2022 (Kemdikbud, 2022). These teachers are expected to excel in various areas, including planning, implementing, assessing, and reflecting on learning, collaborating with stakeholders to develop educational visions and programs, and continuously developing their competencies independently (Mulyasa, 2021). To qualify for the *Guru Penggerak* program, teachers must meet specific criteria and undergo a rigorous selection process. They must demonstrate proficiency in student-centered learning, goal orientation, leadership, resilience, and effective communication, among other qualities (Kemdikbud, 2023). Once selected, participants undergo nine months of training, consisting of online classes, workshops, and mentoring sessions.

The program is divided into four modules, each focusing on different aspects of teacher development (Kemdikbud, 2023). Module 1 emphasizes the paradigm and vision of organizer teachers, emphasizing the Indonesian educational philosophy, the role of the teacher, and fostering a positive school culture. Module 2 focuses on student-centered learning practices, including differentiated instruction, social and emotional learning, and coaching. Module 3 addresses leadership in school development, covering decision-making, resource management, and program implementation. Finally, Module 4 centers on reflection, collaboration, and action, encouraging teachers to become facilitators of change and share best practices in learning leadership.

Differentiated instruction is a key component of Module 2, reflecting Ki Hajar Dewantara's vision of education (Faiz, Pratama, & Kurniawaty, 2022). Teachers learn to tailor instruction to meet the diverse needs of their students, creating an environment that stimulates learning, aligns with curriculum objectives, and incorporates continuous assessment. Effective differentiated instruction requires teachers to be responsive to student needs and maintain effective classroom management.

Research method

This study employed a case study as qualitative research. It is conducted to obtain in-depth and comprehensive information about the the implementation of differentiated instruction by the teacher who attended *guru penggerak* program in language learning.

Participants

The researchers employed the purposive sampling technique to get data. Braun & Clarke (2013) argued that the consideration in selecting a qualitative research sample is based on theoretical and pragmatic influences, implemented flexibly in a way that is justifiable in the context of general research design. Therefore, the research participants are the language teachers who attended the education and training of the organizer teacher in batch 1. This research was conducted from January to June 2023 at three senior high schools in Indonesia whose teachers have been qualified as the *guru penggerak*.

Data collection

The data collection techniques used to obtain valid data in this study are observation, interview and document analysis. First, the researchers observed the implementation of differentiated instruction (content, process, and product) in the teaching and learning in the class while taking a note. Yin (2002) stated that taking notes is the key to keeping and documenting what the researcher observes, which can be taken in the actual setting or recorded after leaving the setting. Second, a semi structured interview was conducted after the observation. The teachers were interviewed to get information about the implementation of differentiated instruction in language learning. The interview was recorded and then transcribed. Third, documentation used in this research is collecting the existing data, results of diagnostic assessment, syllabus, lesson plan, teaching material, and teacher notes in order to confirm the data derived from the observation and interview.

Data analysis

Thematic analysis was employed in this study to analyze the collected data, a method used to identify patterns or themes within the data (Braun & Clarke, 2006; Bryman 2016). The analysis proceeded through several steps: first, researchers familiarized themselves with the data by reviewing interview transcripts and relevant literature; then, the data were systematically organized through coding. Next, researchers generated themes by examining and aligning the coded data, followed by reviewing and refining these themes, integrating relevant data to develop overarching themes (preliminary analysis). Finally, researchers defined and labeled each theme, culminating in the compilation of reports summarizing the findings from various sources, including articles, journals, and analyses

Results

After collecting and analyzing data about the implementation of DI by the *Guru Penggerak*, the study revealed three major themes: differentiating content, process, and product. These findings resonate with Tomlinson's (2017) theory of DI, which emphasizes the differentiation of content, processes, and products to suit the diverse needs and abilities of students.

Differentiating content

Differentiating content according to Tomlinson's concepts involves tailoring instructional material to meet the diverse learning needs, preferences, and abilities of individual students within a classroom setting. As the first language teacher confirmed:

"I convey the purpose of the class agreement and I provide a stimulating question to students. Students express their ideas or agreements. I provide feedback to students and try to avoid sentences or words that have negative connotations". (LT1)

The points of the classroom agreement are determined by the students themselves. By understanding the purpose of the learning contract, they can be comfortable participating in the learning process. The teacher said:

"I guide the students to decide the points that can help them comfortable in the learning process". (LT2)

It shows that the first teacher tried to make the students comfortable in the learning process. The teachers provided a classroom agreement that is set up by letting students determine for themselves the points that they will execute in the learning process. Students must understand the purpose of the classroom agreement, so the teachers explain it at the beginning. Then, the teachers provide questions that can lead students to consider the idea or agreement they need. After the classroom agreement is formed, the teacher gives positive feedback on the students' cooperation.

Observations conducted in two classroom settings provide corroborating evidence. The method observed involves teachers encouraging students to revisit and discuss the classroom agreement, fostering an environment where students can freely express their ideas and preferences. This practice aligns with Tomlinson's notion of differentiating content to accommodate the diverse needs and preferences of individual students in the learning environment.

In addition to formalized learning agreements, the language teachers employ content differentiation strategies by offering a heterogeneous array of instructional materials. This pedagogical approach is designed to address the diverse nature of student learning styles and preferences within the classroom. These materials encompass a wide range of mediums, including traditional print resources, digital media, hands-on activities, and supplementary materials sourced from diverse educational platforms. As one teacher mentioned:

“This is indeed one of our challenges that in the process of preparing this material, of course in its preparation we use many references. We use both teaching modules that already exist in PMM and various other references that are still related, for example, best practices from fellow teachers that we usually use so that the preparation of this material is indeed very diverse. The form of presentation of material in the classroom also varies, such as videos, powerpoints, and PDFs of existing learning module”. (LT2)

The language teachers highlighted the significance of utilizing a broad spectrum of instructional materials to cater to the diverse learning preferences of students. Their strategy involves drawing upon a wide array of resources during the material preparation phase, incorporating not only existing teaching modules but also various supplementary references from *Merdeka Belajar* Platform and best practices shared by fellow teachers. This deliberate effort ensures that the instructional materials are rich and varied, thereby enhancing the effectiveness of the learning experience. Furthermore, the teachers mentioned employing a diverse range of presentation formats in the classroom, including videos, PowerPoint presentations, and PDF documents derived from existing learning modules.

Classroom observations revealed that the first teacher utilized a smart TV to deliver the lesson content, supplementing it with a QR code linking to a downloadable PDF learning module and a video. This interactive approach allowed students to engage with the material both visually and interactively, with the option to download additional resources. Conversely, the second teacher employed the Quizizz platform, disseminating the material in PDF format along with a video explanation via a shared link on a WhatsApp group, facilitating direct access for students to engage with the content remotely.

Differentiating process

Differentiating process entails customizing the strategies, and instructional approaches to suit the diverse learning needs of individual students, encompassing adjustments in pacing, provision of varied pathways to learning, utilization of alternative assessment modalities, and implementation of flexible grouping strategies. As one teacher commented:

“...The differentiation there is that when students tend to want to read, then they can download the module and then read the material and they can repeat it several times to better understand. Then secondly, we show the video, in showing the video, there are students who focus on watching the explanation in the video, while others focus on reading”. (LT3)

The quote underscores the differentiation strategy employed by the teacher, wherein students are provided with options to engage with the material either through downloading modules for repeated reading to enhance comprehension, or by viewing explanatory videos, thereby accommodating diverse learning preferences and facilitating deeper understanding among students, some of whom benefit more from visual explanations while others prefer textual formats. Another teacher confirmed that the utilization of varied instructional processes, including individual, paired, and group work, as a means to effectively gauge and accommodate students' readiness levels, thereby promoting differentiated instruction tailored to the diverse needs and abilities of learners.

“ So that really helps me in variation so that I can really identify related to students' readiness. I also vary the process, sometimes I ask students to work individually, sometimes in pairs, usually in groups”(LT2)

The classroom observation corroborated the findings, as the first teacher implemented a diverse range of instructional activities. Beginning with a video for apperception, the teacher engaged students with leading questions, explained content using Canva presentations, facilitated a quiz using a word wall game, and concluded with student reflections recorded on the Padlet platform. Similarly, the second teacher employed a multimedia approach by sharing instructional videos through Quizizz links, organizing students into eight groups for collaborative learning, delivering content explanations while noting key points on the whiteboard, conducting group discussions, and assessing comprehension through a Quizizz-based game. Additionally, the third teacher organized students into three groups, commenced the lesson with a game for apperception, facilitated group presentations followed by video instruction, provided opportunities for practice and expression, assigned group tasks with subsequent individual presentations, and concluded the session with student reflections on the day's learning.

“ So, for example, when we have obtained preliminary data related to learning readiness and learning styles, we usually group them again. For example, there are groups one to so, the assignments will also be different”... “ So, the implementation process is that, for example, if I choose in terms of interests, I group those with similar interests. For example, based on learning readiness, I group children with the same level. (LT1)

The teacher clarified that differentiated instruction is facilitated through the organization of group activities, with a consideration of individual student characteristics. These characteristics include readiness levels or learning styles, which inform how students are grouped. Furthermore, when grouping is based on readiness levels, variations in assignments may be implemented. In alignment with the interview findings, classroom observations revealed specific methods employed by teachers: one distributed students into eight groups based on quiz results at the onset of the lesson, while another formed three heterogeneous groups through a simple counting exercise.

“ So, in the learning management process, of course, the first thing is that we have to be active, the second thing is that we have to involve is the students. Indeed, in the classroom, the characters of students are very diverse so that sometimes technically sometimes we have to move seats sometimes we have to check one by one sometimes we also have to be decisive ”. (LT2)

The teacher highlighted to actively facilitate and encourage student engagement in the learning process. Additionally, the teacher's assessment of learner engagement, whether through physical movement around the classroom or through enthusiastic interaction, serves as a crucial means of ensuring that all students are actively participating and benefiting from the differentiated instruction provided.

“ Indeed, in giving assignments to students, we can see directly that even though we already know that their learning style, and give assignments with their learning style according to the previous diagnostic results, it is not yet optimal, so the approach we take is a persuasive approach, how we approach the student, then communicate directly what are the obstacles, for example, in completing the assignment. Even if sometimes the student says, "I find it difficult if the model is like this, sir". Then I provide other alternatives, asking for the model of the task they want, as long as it still related with the learning objectives ”. (LT1).

Another teacher also resonated the idea by saying that:

“ ... The change may be in terms of time, for example if at that time it cannot be completed, additional time can be given, if he says, "I can't, sir, if this is too fast", I give additional time. So, I still regarding to their readiness, which means that when they will complete the task ”. (LT2)

It suggests that even with prior knowledge of students' learning styles, assignments may not always be optimized for their learning. Therefore, the approach taken is described as persuasive, involving direct communication with students to identify obstacles and provide alternatives. This approach prioritizes student engagement and understanding, allowing for adjustments based on individual needs and preferences. The teachers also expands on the idea of flexibility in teaching by discussing the importance of adjusting expectations and timelines based on students' readiness. The highlights the willingness to accommodate students who may need additional time to complete tasks, emphasizing a student-centered approach that considers their pace and level of comfort.

Differentiating product

Differentiating products mean providing students with various ways to demonstrate their understanding and mastery of the material. Instead of expecting all students to produce the same type of final product, such as a written essay or a test, teachers can offer a range of options that cater to different learning styles, interests, and abilities, as mentioned one teacher:

“ Actually, the variation of the product, of course we cannot accommodate people individually, of course there are groupings, so usually the variation is formed in groups. The assignment, it does vary. For example, I ask them to make it through the application, some of them, for example, in a short video. Sometimes they choose to make the video on TikTok, some on reel, some make it just a picture on canva ” (LT3)

The implementation of differentiated assignments tailored to students' readiness levels within distinct groups. The completion requirements for these tasks vary depending on the assigned group and the teacher categorized the tasks based on the outcomes of pre-assessment. The teachers also employed varied thematic assignments in learning. These assignments are crafted with consideration for students' interests, hobbies, and academic preparedness. Substantiating the interview findings with classroom observations, the first teacher facilitated independent assignment creation, where students were given the opportunity to select their preferred aspect of review text (book, movie, or product). Additionally, observations in the second teacher's classroom revealed a similar approach, wherein students were encouraged to generate assignments aligned with their learning readiness. Specifically, in the context of explanation text instruction, students were tasked with sourcing texts from the internet corresponding to themes designated by the teacher (natural, social, scientific, and cultural).

In differentiating product, teachers extend choices to students by offering multiple submission methods for tasks, projects, or assignments, such as utilizing online platforms or submitting work manually. This approach accommodates diverse learning preferences and technological access levels, fostering inclusivity and empowering students to engage with the learning process in a manner that best suits their needs. As one teacher mentioned:

"... I use google classroom. I keep everything in google classroom, either the students directly save it, or if for example if they are hampered by internet quota or other equipment, I ask for it and I upload it directly there ." (LT1)

The other teacher confirmed by saying:

" So, if the product is in the written form, I usually display it on the walls of the classroom, then all students go around and look at each other's work, and give comments through sticky notes' ... For the verbal form, I usually video record and then tell them to upload it on their social media and tag me... " (LT3)

This excerpt showcases two distinct approaches employed by teachers for managing and sharing educational materials within their classrooms, with the first teacher utilizing Google Classroom as a centralized platform for storing and distributing resources, accommodating students' varying access to technology by directly uploading materials when needed, while the second teacher employs a combination of physical and digital methods, displaying written work on classroom walls for peer review facilitated by sticky notes and utilizing social media for sharing and receiving feedback on verbal presentations, thus highlighting the versatility and adaptability of instructional techniques to suit both technological and traditional learning environments.

Discussion

This section delineates the interpretation of findings derived from interviews, observations, and documentation concerning the implementation of differentiated instruction by Guru Penggerak in language education. The research underscores that educators executed differentiated instruction across content, process, and product domains.

Regarding content differentiation, teachers curated learning materials through collaborative classroom agreements, drawing from diverse sources and presenting materials in various formats such as video presentations, PowerPoint media, or PDF learning modules. Additionally, findings indicate that teachers encouraged students to establish their own classroom

agreement indicators, aligning with existing literature emphasizing the collaborative development of classroom agreements to cultivate conducive learning environments (Hasnawati & Netti, 2022; Tomlinson, 2017). Moreover, diverse sourcing and formatting of materials align with prior studies, suggesting that leveraging varied sources and formats enhances the likelihood of catering to individual student needs with meaningful content (Kamarulzaman, Azman, & Zahidi, 2017; Pidrawan, Rasna, & Putrayasa, 2022).

In terms of process differentiation, teachers tailored instructional delivery to accommodate students' learning styles and readiness levels. This entailed organizing a spectrum of student activities, ranging from videos, teaching modules, games, discussions, and demonstrations, tailored to individual interests, readiness levels, and group dynamics. Moreover, teachers employed specialty grouping based on student readiness and learning styles to facilitate activities aligned with students' needs, thereby fostering learner engagement and focusing on supporting group improvement (Kamarulzaman, Azman, & Zahidi, 2017). Additionally, effective classroom management was highlighted as pivotal for differentiation, with teachers guiding students to participate in differentiation processes, navigate challenges, contribute to their own success, and adhere to routines (Tomlinson & Imbeau, 2010).

Lastly, in differentiating product, teachers provided students with a range of options to demonstrate learning outcomes, facilitating assessment of mastered material. Notably, teachers varied assignment themes based on student interests, hobbies, or readiness, encouraging critical and creative thinking. Furthermore, educators offered diverse assignment formats, spanning verbal or written submissions and digital-based mediums such as videos, images, presentations, blogs, or recordings, in alignment with prior research advocating for varied assignments aligned with learning objectives (Kamarulzaman, Azman, & Zahidi, 2017; Tomlinson, 2014). Additionally, teachers provided multiple avenues for submitting student assignments, leveraging platforms such as Google Classroom, social media video uploads, and classroom galleries, enhancing efficiency and flexibility in assignment submission processes, consistent with prior literature emphasizing the facilitative role of technology in learning environments (Hamzah, 2015; Triana, Herman, Sinurat, & Silalahi, 2021).

The discussion indicates the transformative potential of differentiated instruction in language teaching, advocating for a pedagogical shift that prioritizes individual student needs and learning preferences. By embracing diverse content, process, and product differentiation strategies, language teachers can create inclusive and engaging learning environments that cater to the diverse linguistic abilities, interests, and readiness levels of their students (Zólyomi, 2022). Incorporating collaborative classroom agreements, varied material sourcing, and multimedia presentation formats can enrich the learning experience, promoting deeper comprehension and critical thinking skills (Tomlinson, 2014; . Moreover, leveraging differentiated process strategies such as varied student activities, specialty grouping, and flexible assignment completion methods empowers students to actively engage with the language learning process while fostering collaboration and autonomy (Lin, Wu & Yang, 2021; Halil et al., 2023). Therefore, the adoption of differentiated instruction in language teaching holds immense potential to cultivate a more equitable, student-centered approach that nurtures linguistic proficiency.

Conclusion

The comprehensive synthesis of findings and discussions on differentiated instruction in language education reveals profound implications for pedagogy. Firstly, the incorporation of differentiated content, process, and product strategies aligns with Tomlinson's theoretical

framework, emphasizing the adaptation of instruction to meet the diverse needs of students. Through collaborative classroom agreements and varied material resourcing, educators cultivate inclusive learning environments conducive to student engagement and comprehension. By employing multimedia formats and diverse instructional materials, teachers cater to individual learning preferences, fostering critical thinking and creativity among students. Furthermore, the implementation of differentiated process strategies, including diverse student activities and specialty grouping, promotes active participation and autonomy in learning, aligning with contemporary pedagogical trends that emphasize student-centered approaches and collaborative learning experiences. Moreover, the accommodation of students' abilities through flexible assignment completion methods underscores a commitment to inclusivity and personalized learning. By providing options for assignment themes, formats, and submission methods, teachers empower students to demonstrate their understanding in ways that resonate with their interests, preferences, and abilities. The adoption of differentiated instruction in language teaching signifies a paradigm shift towards more equitable, responsive, and student-centered educational practices. As teachers continue to explore and refine their implementation of differentiated instruction, further research is recommended to investigate the challenges, opportunities, and perceptions associated with its application, thereby advancing our understanding of effective pedagogical approaches in language education.

Declaration of conflicting interest

The authors declare that there is no conflict of interest in this work.

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