

Differentiated Learning in Schools in Self-Reflection of Indonesian Language Subject Teachers

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Abstract. Self-reflection in learning is important because it is a crucial effort in improving the quality of differentiated learning. This research aims to (a) describe the reflections of Indonesian language teachers in implementing differentiated learning, (b) explain the improvements that Indonesian language teachers must make in implementing differentiated learning. The method used in this research is a case study of a specific case or phenomenon by analyzing data from various sources such as interviews, documentation, and observations. The results show that teachers recognize the importance of implementing differentiated learning strategies to accommodate various learning styles and student abilities. They regularly conduct self-reflection to determine the effectiveness of the methods used, identify obstacles such as limited resources and time, and find creative solutions to overcome them.

Keywords: Self-reflection, differentiated learning, Indonesian language teacher, elementary school

1 Introduction

Differentiated learning has become one of the relevant paradigms and approaches in education. Differentiated learning is implemented in an effort to improve the quality of education amidst the diversity of student characteristics. Differentiated learning is carried out to meet the needs of students by aligning content, processes, products, and the learning environment [1]. At the elementary school level, the development of students' cognitive and affective abilities varies greatly, the application of differentiated learning is becoming increasingly important, especially in Indonesian subjects which cover various skills, such as reading, writing, speaking, and listening.

Previous research has shown that self-reflection is one of the important skills that teachers must have in developing effective learning practices. The concepts of "reflection-on-action" and "reflection-in-action," explain how teachers can teach and improve their practices both during and after the learning process takes place[2]. Several studies have confirmed that self-reflection helps teachers understand their strengths and weaknesses in teaching and allows them to adjust learning strategies to students' needs[3].

In the context of Indonesian language learning, previous research shows that teachers often face challenges in identifying the diverse needs of students, especially when integrating language skills into one learning process [4]. Meanwhile, other research reveals that the implementation of differentiated learning in elementary schools is often hampered by teachers' lack of understanding of effective methods, as well as limited time to design appropriate strategies.

Although various studies have discussed the importance of self-reflection in differentiated learning, research specifically discussing Indonesian language teachers' reflections in the context of differentiated learning is still very limited. Therefore, this study aims to (a) explain and identify Indonesian language teachers' reflections in implementing differentiated learning, and (b) identify and explain improvements made by Indonesian language teachers in implementing differentiated learning.

This research is expected to provide theoretical and practical contributions to the development of teacher competencies, particularly in terms of self-reflection and the application of differentiated learning, so that it can support the achievement of more inclusive and effective education at the elementary school level.

2 Research methods

This study uses a qualitative descriptive paradigm. The data source for this study was the Indonesian language class teacher at Pangongangan Elementary School in Madiun City. The sample for the research data was determined using a descriptive qualitative approach, *purposive sampling*, namely the determination of data based on specific objectives by referring to the results of interviews conveyed by teachers. Data were collected through observation and interviews. Data validity was tested through triangulation of research sources. Data were analyzed using interactive analysis mode (*interactive model of analysis*) focusing on interviews with model teachers involved in learning practice activities to gain a deeper understanding of the reflection activities they carry out and the types of feedback they provide to fellow learners. These documents can be in the form of teacher reflection journals and modules for implementing differentiated learning practices.

3 Results and Discussion

3.1 Indonesian Language Teachers' Reflections on Implementing Learning

Differentiated

Indonesian language teachers' reflections on the implementation of differentiated learning are conducted through self-reflection in diagnostic assessments, student learning styles based on content differentiation in learning activities, process differentiation in learning activities, and product differentiation of learning activity outcomes. The description is as follows.

3.1.1 Assessment Diagnosis

Diagnostic assessments in classroom learning assessments are conducted specifically with the aim of identifying, explaining, and discovering students' competencies, strengths, and weaknesses in learning. This allows learning to be planned and designed according to the objectives, competencies, and conditions of students who are actively involved in learning. Interviews with teachers revealed that reflections on diagnostic assessments in learning were conducted before initiating differentiated learning. Here, teachers conducted diagnostic assessment activities spontaneously. The diagnostic assessments were based on experiences shared by Indonesian language teachers.

"I prepared the diagnostic assessment well at the beginning of the semester. Because I had never taught them before, I didn't know their backgrounds at all."

The diagnostic assessment conducted by teachers in Indonesian language learning was carried out with thorough preparation at the beginning of the semester. Teachers thoroughly identified the backgrounds of their students, who had never been taught in that class before. At this point, teachers had not yet reflected on the development of specific diagnostic assessment instruments for Indonesian language learning. Teaching experience served as a reference in explaining background, learning styles, and readiness to implement differentiated learning.

This shows that diagnostic assessment activities used in learning serve to identify students' learning styles. The goal is to help students and teachers identify appropriate learning styles. Learning styles will serve as a reference for students' learning, both at school and at home. This is where teachers play a crucial role in developing teaching materials and implementing methods, strategies, and learning models tailored to students' learning styles[5].

3.1.2 Content differentiation

The Indonesian language teacher conducted content differentiation on fictional texts by identifying and discussing the intrinsic elements of the story. The Indonesian language teacher explained her experience and knowledge in identifying students' learning styles and readiness to learn. The teacher divided the three important components in teaching fictional texts: fictional stories, text formats, and videos. This second component considered students' learning styles: audio, visual, and kinesthetic. Based on the results of the diagnostic test, the teacher finally had data on students' learning styles, which then needed to be classified based on the students' learning style classifications.

"I usually group them using a diagnostic assessment, which is used to detect students' learning readiness through multiple intelligences synchronized within the CP elements. At this stage, learning tends toward kinesthetic learning."

The important role of teachers in implementing learning based on differentiated contexts will always explain every important element in the content of learning achievements carried out by teachers. From here, students' multiple intelligences have an important role in becoming the main foundation for learning classification based on content differentiation. However, differentiation in the context of learning as a process can be perceived as not yet fulfilling the qualifications of material. Here, the content in learning activities is an important input in the process of learning activities in the classroom. Content is the material taught to students. This is where the teacher's perception in learning is used to identify and meet the needs of students in engaging with learning.

3.1.3 Process Differentiation

One form of reflection suggested by an Indonesian language teacher is to introduce a lot of variation into the learning process. The purpose of this variation is, of course, to stimulate students' mental readiness to learn. Process differentiation is one activity in implementing a reasonable learning process, tailored to the students' learning needs. The following is the teacher's explanation during an interview.

"When choosing a lesson, I start with an icebreaker while checking students' readiness. I also have the slogan "Indonesian, our language," which helps everyone work together to condition them. After that, I ask about previously taught material. I don't forget to convey the learning objectives, learning flow, and the end of the lesson. Next, I review the material to remind them of their knowledge of fiction and non-fiction texts and learning styles."

According to the explanation above, process differentiation begins by providing students with an understanding of the series of lessons they will undergo, such as conveying the learning objectives, learning flow, and final assignments. After that, it begins with apperception, which involves reminding them of their knowledge of understanding fictional texts.

3.1.4 Product differentiation

Product differentiation is used to facilitate students in completing learning outcomes. Through products, students feel empowered to create creative assignments based on predetermined and mutually agreed-upon projects. Each group works collaboratively on projects tailored to the students' abilities and learning styles.

"Product differentiation is achieved through projects, as projects are also part of the product. Therefore, each student is given a different project to complete their learning objectives. In this fictional text, the intrinsic elements material involves groups creating posters, videos, and narratives. Therefore, each group is allowed to create a product tailored to their learning style."

Product differentiation makes adaptations to student product assignments that are reviewed from the perspective of student readiness, interests, and learning profiles. Furthermore, Indonesian language teachers in implementing differentiated learning in grade V of Pangongangan Elementary School, Madiun City have divided each class into three groups according to the students' learning styles, namely visual, auditory, and kinesthetic[5].

3.2 Efforts to Improve Teachers in the Indonesian Language Subject in the Implementation of Differentiated Learning at SDN Pangongangan, Madiun City.

The class teacher for the Indonesian Language subject for class V at SDN Pangongangan, Madiun City, took steps to improve the implementation of differentiated learning, the following are the steps:

3.2.1 Collaborate with Islamic Education and Sports subject teachers

Learning carried out individually is very inappropriate in the differentiated learning model, this tends to prioritize things that teachers may not need in the future.

"Usually, other teachers and I in the office often discuss students' readiness to learn. From the beginning, I had the idea to share information between class teachers and subject teachers in assessing students' readiness to learn."

This naturally occurring collaboration means there hasn't been a consensus among teachers on how to create a single instrument to determine students' learning styles. Furthermore, this collaboration allows teachers more flexibility because they don't require each other to draw conclusions based on the instrument, but rather on everyday experiences[6].

3.2.2 Changing Mindset in the Power of Teaching Activities

The goal of the independent curriculum is to change teachers' mindsets. Teachers are encouraged not to refer to textbooks provided by schools or the government. Instead, they are expected to teach based on the Learning Outcomes that have been determined. To implement

these learning objectives, teachers will need input from books, scientific articles, and popular publications to broaden their students' and teachers' knowledge base.

I often forget, sometimes consulting the textbook to explain the learning objectives. But in my mind, the CP must be used to carry out the learning activities.

What can be reflected in the quote above is that teachers have begun to shift their old mindsets to new ones related to the implementation of the independent curriculum. This is a process of educational transformation that can be gradually controlled if there is someone to address such issues[7].

3.3 Advantages of Indonesian Language Teachers in Implementing Differentiated Learning.

Based on the results of interviews conducted with Indonesian language teachers, regarding the implementation of teacher learning in the classroom, teacher excellence can be identified in relation to variations in classroom learning implementation. Teachers' learning often takes place outside the classroom using a variety of strategies, approaches, and unique approaches.

This is the hallmark of Indonesian language lessons. Indonesian lessons must be conducted in a fun way to ensure students are happy and engaged in class. The following is an excerpt from an interview.

"I can connect with students and understand their needs. That's why lessons are often held outside of class, rarely in class. Because I often take lessons outside of class, I'm a favorite because I was chosen as the favorite teacher in the election."

This teacher's strengths facilitate the implementation of differentiated learning. Numerous interviews revealed that this teacher is always eagerly awaited and missed by her students due to the wide variety of lessons, icebreakers, and jargon that make it easier for her to deliver the material in the future.

4 Conclusions

Based on the explanation above, the research findings demonstrate that Indonesian language teachers' self-reflection in differentiated learning is achieved through diagnostic learning assessments, content differentiation, learning process differentiation, and product differentiation. The implementation process was well-executed and overcame obstacles, enabling learning activities to be conducted outside the bounds of the independent curriculum.

In this case, the diagnostic assessment conducted during learning may not have met the assessment action stages. In learning, teachers still experience difficulties in integrating and combining learning readiness, learning styles, and learning approaches. Furthermore, the results of this study also reflect that teachers have advantages in implementing differentiated learning in the classroom, namely teachers are able to vary learning, teachers become idols for students. This is what makes Students can be more relaxed and happy in participating in learning.

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