

Training English Teachers in Mojokerto Regency for Implementing Differentiated Instruction in English Lessons Phase D

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ABSTRACT

Keywords:

Differentiated Instruction, Independent Curriculum, English Subject, Junior High School,

The Junior High School (JHS) English Teachers' Community of Practice of Mojokerto Regency considers it necessary to upgrade the quality of English teachers' implementation of differentiated instruction in JHS because there is still a lack of understanding of what differentiated instruction is, its relation to the Independent Curriculum for English subject in JHS, and the lack of practical models for its implementation in English classes. For this reason, teachers who are members of the Mojokerto regency subject teacher conference need to undertake training on the theory and practice of differentiated instruction in English subject in JHS. Training activities began with creating differentiated instruction training modules, implementing online differentiated instruction theory and practice, and coaching the implementation of differentiated instruction in English classes. The results of this community service are the formation of an understanding of what differentiated instruction is, the principles of differentiated instruction in English classes, as well as the ability to plan and practice differentiated instruction in English classes in JHS.

INTRODUCTION

The English Subject Teachers' Conference of Mojokerto Regency Junior High Schools is an organization for English teachers at the junior high school level in Mojokerto Regency. Its secretariat is located at SMPN 1 Kemlagi, Mojokerto. Due to its proximity to Universitas Negeri Surabaya, collaboration with the English Language Education Undergraduate and Master's Programs, Faculty of Languages and Arts, Unesa, began with a Memorandum of Understanding (MoU) in 2022.

As evidence of the MoU's implementation, the SUBJECT TEACHER CONFERENCE English Junior High Schools of Mojokerto Regency collaborated with the English Language Education Undergraduate Program, FBS Unesa, in 2022 to develop teaching modules for Phase D of the English subject. This activity was successfully implemented, enabling teachers to effectively implement the Independent Curriculum for English. However, since the implementation of the Independent Curriculum in 2023, teachers in this subject teacher conference have encountered obstacles in implementing differentiated learning.

According to the Head of the subject teacher conference, English teachers in Mojokerto Regency, in particular, and in Indonesia in general, have been introduced to differentiated learning through the promotion of the 2022 Independent Curriculum. According to the Head of the subject teacher conference for Junior High School English throughout Mojokerto Regency, junior high school English teachers in Mojokerto Regency have received general training through the *Guru Berbagi* Platform. However, this general training did not specifically address the implementation of differentiated learning in English in junior high schools. As a result, many teachers in Mojokerto

expressed confusion about the concept of differentiated learning in junior high school English in Mojokerto Regency.

Differentiated learning is learning that accommodates the diverse range of students within a single class (Tomlinson & McTighe, 2006). This diversity can be in terms of initial abilities, economic status, learning preferences, and other factors. The goal of differentiated learning is for all students to receive full support to achieve the competency standards set by the curriculum (Marlina, 2019; Tomlinson & McTighe, 2006).

The 2022 Independent English Curriculum promotes differentiated learning (Head of the Curriculum Standards and Education Assessment Agency, 2022). The following is a direct statement from the 2022 curriculum document:

This Pancasila learner profile can be developed in general English learning, due to its dynamic and fluid nature, providing opportunities for students to be involved in selecting texts and learning activities. English learning offers opportunities to achieve the Pancasila Learner Profile through written texts, visuals, oral texts, and activities developed during the teaching and learning process.

This means that all students, regardless of ability, have the opportunity to advance (Martanti et al., 2022). Furthermore, the 2022 curriculum document also states: "Teachers can determine the types of texts to be taught according to classroom conditions. This involves involving students in determining which texts are needed."

This means students can also choose texts that suit their English reading abilities. This aligns with the recommendations of Herrera and Murry (Herrera & Murry, 2015). The choice of text type can also be tailored to the conditions frequently encountered by students, both in school and at home, so that students have the opportunity to study and practice the text in real-life settings (Jatmiko & Putra, 2022).

The learning process is learner-centered. This means that all students, regardless of their abilities or learning styles, must be accommodated. This is certainly in line with English learning conducted through the use of everyday English. This practice has been proven successful for differentiated learning by Bondie and Zusho (2018).

General English learning focuses on students' language skills according to their developmental stages. The principle of learning is scaffolding, which is tutorial assistance provided by a teacher or other adult who knows how to manage things beyond the student's capabilities. This scaffolding principle is also the same as that found in English learning (Afendi et al., 2020; Sari & Munir, 2018). This will certainly help students with varying abilities in the classroom.

RESEARCH METHOD

This community service activity to solve partner problems was carried out in three stages: planning, implementation, and evaluation. Each stage is explained in the following presentation.

During the planning stage, a coordination meeting was held between the community service program implementation team, lecturers from the English Language Education Master's Program, Faculty of Social and Political Sciences, Unesa, and the community service partners, namely the English Language Subject Teacher Conference administrators of Mojokerto Regency Junior High Schools. The Head of the English Language Subject Teacher Conference of Mojokerto Regency Junior High Schools sent a

letter requesting the implementation of community service at the subject teacher conference to the Unesa community service team. Following the virtual coordination meeting, the community service partners coordinated the promotion of the community service implementation, registered community service participants, provided a videoconference room, provided technical staff, and provided a venue for the community service implementation. The community service implementation team immediately prepared differentiated learning training materials and a detailed schedule for the community service implementation.

This training was conducted using a theory and practical work (workshop) method. This method was chosen because it aligns with the student-centered principle, is non-instructive, and allows teachers to work collaboratively, actively, and productively. In line with this method, the training procedure is broadly as follows: providing theoretical material on Differentiated Learning, How to Plan Differentiated Learning, and How to Implement It.

To clarify this procedure, below is a brief description of each stage of the activity.

1. Providing theoretical material, conducted online as a class.

Theoretical material covers:

- a) What is differentiated instruction?
- b) Thinking logically about differentiated instruction
- c) Indonesian emancipated curriculum and differentiated instruction
- d) Common differentiated instruction model in ELT
- e) Planning differentiated instruction
- f) Sharing best practices of differentiated instruction

2. The teachers then collaborated to develop teaching modules that accommodate online differentiated learning. The materials were provided by the English subject teacher conference team from junior high schools throughout Mojokerto Regency.

3. The implementation of differentiated learning was facilitated by the community service implementation team and the English subject teacher conference team from junior high schools throughout Mojokerto Regency.

Generally, the implementation of the community service differentiated learning training was evaluated continuously, during and after the training. At the end of the training, participants were given an online questionnaire about the community service implementation. This questionnaire asked participants to assess their satisfaction with five aspects of the community service implementation: benefits, content, readiness to apply the material, and follow-up.

The evaluation questionnaire was submitted to GForm link: <https://forms.gle/ZVwqSkijxrUMNJ7s7>, and sent to the community service participants.

RESULTS AND DISCUSSION

The Student Creativity Program team of the English Language Education Master's Program, Faculty of Languages and Literature, Surabaya State University, has conducted community service activities several times. Regarding the partner's issues outlined above, the expertise needed to resolve these issues is expertise in learning science, specifically teaching materials and modules. Therefore, the community service team ensures that the qualifications of the team leader and members align with the required expertise.

Implementation of COMMUNITY SERVICE Activities

Community service activities with subject teacher conference English teachers from junior high schools in the district begin with online theoretical material.



Figure 1 Theoretical Material Briefing Online Via Zoom

The online theoretical material briefing held on January 31, 2024 and February 7, 2024 online via Zoom meeting was attended by 250 participants. The schedule of the zoom meeting on January 31, 2024, was as follows: Opening by the english subject teacher conference supervisor of Mojokerto Regency Middle Schools, then continued with the theoretical material briefing on differentiated learning and continued with a question-and-answer session and ended with a closing.

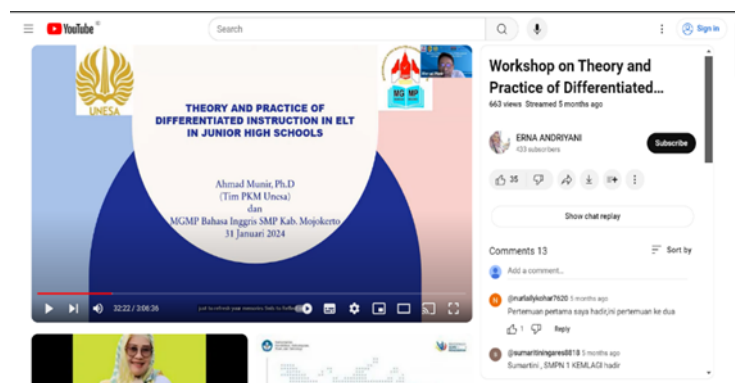


Figure 2 Youtube Screenshot of the Online Training

Furthermore, on February 7, 2024, the Unesa Student Creativity Program Team provided technical guidance on the development of a teaching module that accommodates differentiated learning. This activity was attended by 75 participants in a hybrid format at SMPN 2 Bangsal Mojokerto. The collaborative work to develop the teaching module that accommodates differentiated learning took place from February 1-7, 2024, with classroom implementation in each class at each school.

Mentoring for the implementation of the differentiated learning teaching module took place online via Zoom on February 7, 2024, and at SMPN 2 Bangsal Mojokerto. Then, on the 7th, the community service team held a monitoring session online via Zoom, as previously described.

The practice of implementing differentiated learning on February 9–March 9, 2024, involved independent work in their respective classes, allowing them to record their activities and then upload the evidence to Google Drive. The following is a screenshot of a video of the implementation of differentiated learning in a junior high school English lesson conducted by one of the training participants, which has been uploaded to Google Drive and the participant's personal YouTube account.



Figure 3 Implementation of Differentiated Instruction Trainee Teachers uploaded in Youtube

A total of 123 participants submitted teaching module files. However, 37 of them did not provide video evidence of their implementation of the differentiated learning teaching module.

The Results of Training Implementation Evaluation Results

After the entire community service series of activities were completed, participants were asked to complete an evaluation questionnaire and provide feedback to the team regarding the implementation of the community service mentoring activities for the development of this teaching module. Participants' evaluations and feedback were provided in the form of answers to questions on the Google Form platform, which included several Likert-type questions ranging from strongly disagree to strongly agree. The training participants' responses are summarized and presented in Table 1 below.

Table 1. The Trainees Answers in the Evaluation of Implementation of the CUmmunity Service of Differentiated Instruction in Mojokerto Regency

Statements	Strongly Agree	Agree
The material on COMMUNITY SERVICE Differentiated Middle School English Learning is useful for you.	70%	30%
The material on Differentiated Middle School English Learning presented by the instructor is easy to understand.	70%	30%
Through online and offline delivery, you are ready to implement Differentiated Middle School English Learning.	40%	60%
You need guidance in developing teaching modules for Differentiated Middle School English Learning.	40%	60%
Through guidance, you can develop teaching modules for Differentiated Middle School English Learning.	50%	50%

Table 1 above shows that only the Agree and Strongly Agree responses were selected by the participants. This indicates that the teachers participating in this activity felt the benefits of the training.

The participating teachers also listed other benefits they received from the Differentiated Middle School English Learning mentoring, as follows:

1. Helps us better understand differentiated learning.
2. Very useful for teachers in their teaching.
3. Very helpful in the classroom learning process.
4. Can meet students' learning needs.
5. Very helpful in developing our knowledge of differentiated learning. Can be implemented systematically.
6. Increases our knowledge to be more creative in teaching.
7. Students' needs are increasingly met.
8. The Differentiated Middle School English Learning mentoring is very beneficial and inspiring.
9. Useful for developing learning.
10. The Differentiated Middle School English Learning mentoring has helped me find solutions to the problems I encounter in the field related to the differences among my students.

In the feedback and suggestions section, participants provided the following feedback and suggestions regarding the implementation of the community service for differentiated middle School English Learning:

1. Request for more material to learn about differentiated learning.
2. Time and teaching media are needed for each student's learning style.
3. Community service makes classroom learning easier, therefore, the team is expected to provide more training materials on differentiation.
4. Community service for differentiated middle school english learning should be implemented regularly.
5. Please provide more examples of differentiated learning.

Other feedback included appreciation that the activity was successful and very beneficial, so it could be continued in subsequent semesters/years.

CONCLUSION

This Community service Program was implemented according to plan. The results developed by the participants also showed that they were able to acquire knowledge about differentiated English learning in junior high school, develop differentiated learning plans, and implement them in the English classes at the junior high school they teach. Therefore, this Community service Program can be said to have successfully achieved its stated objectives.

However, based on the positive results of this Community service Program, several suggestions for improvements for future Community service Programs are provided. These suggestions are as follows:

1. Community service Program participants should continue to study developments in the field of differentiation in English learning.
2. The Junior High School English subject teacher conference in Mojokerto Regency, East Java, should conduct dissemination activities on differentiated English learning training to other subject teacher conference members who have not yet participated in this Community service Program.
3. Participants are encouraged to apply for Intellectual Property Rights (IPR) for the differentiated English learning modules and videos they have implemented.
4. The Community service Program team should continue to improve the quality of the differentiated English learning training modules for other levels of education, namely elementary and high schools.

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