

**THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION  
BY *GURU PENGGERAK*: THE STUDY OF THE ENGLISH PUBLIC  
HIGH SCHOOL TEACHERS IN PALEMBANG**

**A THESIS**

by:

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***MAGISTER PROGRAM IN LANGUAGE EDUCATION***  
**FACULTY OF TEACHER TRAINING AND EDUCATION**  
**SRIWIJAYA UNIVERSITY**  
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## DECLARATION

I, the undersigned,

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Certify that the thesis entitled “The Implementation of Differentiated Instruction by Guru Penggerak: The Study of The English Public High School Teachers in Palembang” is my work, and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, December 2024

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Palembang, December 2024

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## ABSTRACT

Differentiated instruction is one of learning approach that can accommodate students' needs in learning. In differentiated instruction, there are four aspects such as content, process, product, and learning environment. This qualitative study aimed to find out the implementation of differentiated instruction, the challenges in implementing differentiated instruction, and the strategies to cope with the challenges in implementing differentiated instruction by Guru Penggerak of English at public high schools in Palembang. The participants selected were two Guru Penggerak of the English public high school in Palembang. In this study, semi-structured interview was used to collect the data. Furthermore, thematic analysis was used to analyze the data. The results showed that Guru Penggerak of the English public high school in Palembang used assessment diagnostic cognitive and non-cognitive to find out students' readiness, interest, and learning styles before implementing differentiated instruction after that they used differentiated instruction content, process, and product in teaching and learning process. The challenges in implementing differentiated instruction included difficulty in managing class, grouping students based on their learning levels, and collecting the results of students' works. The strategies used to cope with the challenges were by giving ice-breaking, grouping the students heterogeneously and making class agreement.

**Keywords:** *Differentiated Instruction, Guru Penggerak, English Public High School Teachers*

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# CHAPTER I

## INTRODUCTION

This chapter presents (1) background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

### 1.1 Background of The Study

The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia has established a program called *Guru Penggerak* since 2020 in order to accelerate the improvement of the performance quality of public and private school teachers in Indonesia (Desianti & Rahayuningsih, 2022). The program of *Guru Penggerak* is very helpful in enhancing the competencies of Indonesian teachers to become good facilitators in students' learning to accommodate the needs of the students. *Guru Penggerak* program is also in line with Article 10 of Paragraph 1 of the Indonesian Law Number 14 concerning the four competencies that Indonesian teachers should have: pedagogical, personality, social, and professional. These four competencies are holistic for teachers and along with *Guru Penggerak* program, Indonesian teachers can develop these four competencies which will make them becoming better teachers in the future.

In the *Guru Penggerak* program, the teachers get involved in 6 months of trainings and workshops through individual and group mentoring by *Guru Penggerak* instructors (Ministry of Education, Culture, Research, & Technology, 2022). Besides that, the teachers also learn three learning topics that consist of the paradigm and vision of *Guru Penggerak*, learning practices that accommodate students' needs, and learning leaders in management education units (Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 26 of 2022 concerning the education of *Guru Penggerak* article 8). This present study only focused on differentiated instruction which is one of the sub-topics within the second topic (learning practices that accommodate students' needs).

Differentiated instruction is a teaching method designed to fulfill the diverse learning needs of students within a classroom. According to Tomlinson (2017), differentiated instruction is an approach where teachers are proactive and focus on

common goals for each student by providing them with multiple options in anticipation of and in respond to differences in readiness, interest, and learning style. As in line with that, Shihab (2021) also explains that differentiated instruction provides multiple strategies and approaches to guide students to demonstrate the learning objective in various forms. In differentiated instruction, the teachers need to apply varied learning strategies and more meaningful learning activities so the students engage more in learning (Suprayogi & Martin, 2021). Tomlinson (2017) states that there are four aspects of differentiated instruction that the teachers can use in teaching and learning process such as content, process, product, and learning environment. By implementing those four aspects of differentiated instruction, the teachers can facilitate students' needs in learning.

Since differentiated instruction is one of the learning topics that the teachers of *Guru Penggerak* program should master, the teachers should implement it in their teaching activities. There have been previous studies that were conducted in terms of differentiated instruction in the context of Indonesian educational context. For example, a study conducted by Hasanah et. al (2023) who conducted a study at a Senior High School in South Sulawesi about how *Guru Penggerak* planned the differentiated instruction in English learning. The results of the sudy showed that the English teachers who attended *Guru Penggerak* program planned the differentiated instruction through the diagnostic assessment and the curriculum analysis. Next, the study conducted by Anggraeny and Dewi (2023), who investigated the strategies applied by *Guru Penggerak* at SMK PGRI 2 Malang in teaching English by using the differentiated instruction, reported that the teachers applied the content, aspect, and product of differentiated instruction and provided the students with the topics related to their interests and learning styles to accommodate the students' needs.

In this present study, the writer focused more on the implementation of differentiated instruction, the challenges in implementing it, and how to cope with the challenges of differentiated instruction by *Guru Penggerak* of English public high schools teachers in Palembang through a study entitled “**The Implementation of Differentiated Instruction by *Guru Penggerak*: The Study of the English Public High School Teachers in Palembang**”.

## **1.2 The Problems of The Study**

The problems of the study were formulated in the following questions:

1. How did *Guru Penggerak* of English at SMAN 7 and SMAN 10 Palembang implement differentiated instruction?
2. What were the challenges they had encountered in implementing differentiated instruction in their teaching of English?
3. How did they cope with the challenges in implementing differentiated instruction?

## **1.3 The Objectives of The Study**

Based on the problems above, the objectives of the study were:

1. to find out how *Guru Penggerak* of English at SMAN 7 and SMAN 10 Palembang implemented differentiated instruction.
2. to find out what challenges they had encountered in implementing differentiated instruction in their teaching of English.
3. to find out how they coped with the challenges in implementing differentiated instruction.

## **1.4 The Significance of The Study**

This study is expected to give some advantageous information for teachers, higher education institution and future researchers:

- a. Teachers: Hopefully, this study can give insights for teachers how to implement differentiated instruction and how to cope with the challenges of differentiated instruction.
- b. Higher education institution: Hopefully, this study can help higher education institution to facilitate the teachers to implement differentiated instruction and face difficulties in implementing differentiated instruction.
- c. Future researchers: Hopefully, this study can provide comprehensive information for future researchers.

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