

**AN INVESTIGATION OF THE IMPLEMENTATION OF
DIFFERENTIATED INSTRUCTION BY FORMER *PPG PRAJABATAN*
STUDENTS WITHIN THE CONTEXT OF TEACHING PRACTICUM
A THESIS**

by:

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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Certify that the thesis entitled “**An Investigation of the Implementation of Differentiated Instruction by Former PPG Prajabatan Students within the Context of Teaching Practicum**” 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.

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DEDICATIONS

This thesis is genuinely dedicated to:

**Papa Kadirman, S.T., Mama Elly Yani, S.E., S.Pd.SD.,Gr, lovely sisters:
Saniyyah Febianti AMd. Gz and Alya Roihanah Zuhroh**

For the loves, prayers, patience, and supports. I'm forever proud of having you in my life.

MOTTO

“Not achieving something might feel like a failure, but the ache of regret in having not tried will never fade” – Maudy Ayunda

“Another day, another chance. Make it count” – Helena Natasha

“Sesungguhnya sesudah kesulitan ada kemudahan. Maka apabila kamu selesai (dari suatu urusan) kerjakanlah dengan sungguh-sungguh untuk urusan yang lain. Dan hanya kepada Allah lah hendaknya kamu berharap”.

(QS. Al-Insyirah Ayat 6-8)

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ABSTRACT

An Investigation of the Implementation of Differentiated Instruction within the Context of Teaching Practicum by Former PPG Prajabatan Students

ABSTRACT


This study focused on what the students of *Pendidikan Profesi Guru Prajabatan (PPG Prajabatan)* or Pre-Service Teacher Profession Education Program students did to implement differentiated instruction (*Pembelajaran Berdiferensiasi*) and the challenges in designing and implementing it for their teaching practicum. The participants of this study were four former English Education students of *PPG Prajabatan* in the academic year of 2022/2023. Within the context of a case study approach, this present study collected the data through interviews and it was analyzed qualitatively. The results of the data analysis revealed that there were steps they did to implement the differentiated instruction: preparation, diagnostic assessment, and implementation. The challenges they had in implementing the differentiated instruction included the following: determining the appropriate contents, facing unpredictable issues, the students' lacking of instruction in English, and having uncondusive classroom atmosphere.


Keywords: *differentiated instruction, pembelajaran berdiferensiasi, PPG Prajabatan program, teaching practicum, pre-service teachers of English*

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CHAPTER I

INTRODUCTION

This chapter presents the background, the research questions, the research objectives, and the significance of the study.

1. 1 Background of Study

The Indonesian Regulation on Teachers and Lecturers Number 14 of 2005 defines teachers as professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in the level of early childhood education, primary education, and secondary education. The Regulation also explains professional as work or activities carried out by a person and become a source of living income that requires skills or abilities that meet certain quality standards or norms and require professional education. Furthermore, the Article 2 paragraph (2) of the Regulation states that the recognition of the teacher's position as a professional is evidenced by an educator's certificate.

Program *PPG (Pendidikan Profesi Guru) Prajabatan* or Pre-Service Teacher Profession Education Program is an educational program designed for the graduates of undergraduate or applied undergraduate programs, either from educational or non-educational background, to obtain the Teacher Certificate so they are eligible to teach at the early childhood and secondary educational levels (Direktorat Jenderal Guru dan Tenaga Kependidikan, 2023). This is in line with the Regulation Number 20 of 2003 about Indonesian National Education System and

the Regulation Number 14 of 2005 about Teacher and Lecturer which state that teachers as professionals have academic qualifications, competencies, and an educator certificate that is obtained through a profession education. In other words, *PPG* Program is the actualization of both regulations.

PPG Prajabatan Program is expected to produce a new generation of Indonesian teachers who have and practices the values of Pancasila, and provides students-centered learning (Ministry of Education, Culture, Research and Technology, 2024). There are three stages of the selection process to be eligible to join the *PPG Prajabatan* Program or to be the students of the *PPG Prajabatan* Program (Pramesti et al., 2023). If the candidates have passed all the selection processes, they will start their learning activities as the students of *PPG Prajabatan* Program for two semesters or one-year study period. Based on the curriculum of *PPG Prajabatan* Program, there are three groups of course topic that the students of *PPG Prajabatan* must study: Core Topic (32 credit hours), Selective Topic (4 credit hours), and Elective Topic (2 credit hours) (Directorate General of Teachers and Educational Personnel, 2023). Since there is no subject that is developed by the *PPG Study Program* of FKIP Universitas Sriwijaya as the Elective Topic, the students only enroll for Core and Selective Topics.

One of the subjects within the Selective Topic that the students of *PPG Prajabatan* at FKIP Universitas Sriwijaya have to study is *Pembelajaran Berdiferensiasi* or Differentiated Instruction. Differentiated instruction is one of the selective subjects for preparing the *PPG Prajabatan* students to recognize students' diverse characteristics, respond to students' needs, identify obstacles in curriculum,

and design learning and assessment in the classroom (Direktorat Jenderal Guru dan Tenaga Kependidikan, 2023). According to Tomlinson (1999), each student has different unique needs, preferences, and learning speeds in learning. Therefore, differentiated instruction exists for covering various levels of preparedness, areas of interest, and preferred learning methods. Furthermore, differentiated instruction is diverse ways to teach based on students' capacity, needs, and attentiveness (Tomlinson & Imbeau, 2011).

The implementation the differentiated instruction is crucial to support teachers to have contents based on students' interest and ability. This is in line with Zulvyanti and Mas'ula (2024) who stated that through the implementation of differentiated instruction, teachers can create an inclusive learning environment and students can be actively involved in the learning process, have equal opportunity to achieve maximum potential, and increase motivation and learning outcomes. Moreover, Naomi and Rachmadyanti (2024) expresses that differentiated instruction can help teachers to improve students' critical thinking skills and accommodate students' needs. Hence, differentiated can gives advantages both for the teachers and the students.

In the context of *Profil Pelajar Pancasila* within *Kurikulum Merdeka*, differentiated instruction can enhance students' interests, intelligence, and potential as described in *Kurikulum Merdeka* (Sakti & Putimasurai, 2023). Furthermore, differentiated instruction is a strategy to fulfill students' needs based on their study readiness, interests, and *Pancasila* profile (Yani, et al., 2023). In conclusion, differentiated instruction as prescribed in *Kurikulum Merdeka* is a learning strategy

to increase students' ability, comprehension, and attentiveness with various activities.

However, implementing differentiated instruction in the classroom is challenging because it requires teachers' preparations. As reported by Suryati et al., (2023), the teachers' challenges included the hours, passion and colleagues' support to prepare for differentiated instruction and the school challenges include human resources and students' basic knowledge. Similarly, Ayuningtyas et al. (2023) also expressed that the challenges the teachers faced in implementing differentiated instruction included such factors as time constraints, schools, and teachers' unreadiness, and a large number of students. Therefore, designing and implementing differentiated instruction is challenging for teachers.

For the students of *PPG Prajabatan* Program, the opportunity to put into practice the theories they have studied in the classroom in terms of differentiated instruction is through the activities of their teaching practice at schools. Teaching Practicum I facilitate prospective teachers to develop and strengthen their competences in understanding students, designing and evaluating learning process contextually and capable to take decisions professionally. Meanwhile, Teaching Practicum II facilitates *PPG Prajabatan* students to strengthen their competences as professional teacher who reflective and focused on development of students' potential from both aspects academic and non-academic, as well as taking part in upgrading quality of education.

Pembelajaran Berdiferensiasi course significantly contributes to the conduct of Teaching Practice of the PPG students since it is aimed to help the *PPG Prajabatan*

students to recognize students' diverse characteristics, respond to students' needs, identify obstacles in curriculum, and design learning and assessment in the classroom.

Pembelajaran Berdiferensiasi course helps the *PPG Prajabatan* students' practice the theory into classroom to facilitate students' learning.

It is important for teachers or educators to know and implement differentiated instruction in the classroom. For example, the study conducted by Hidayati (2023) reported that the differentiated learning strategy in the implementation of *Kurikulum Merdeka Belajar* improved students' English learning outcomes. Next, the study conducted by Jufrianto et al. (2023) found that differentiated instruction improved senior high school students' reading comprehension level. The study by Apriati et al. (2023) whose study found that differentiated instruction increased the vocational students' learning outcomes in English recount text. The study by Arianto et al. (2023) also reported that differentiated instruction could improve the junior high school students' speaking skill.

An attempt to trace on similar previous studies that also investigated the implementation of differentiated instruction within the context of teaching practicum by *PPG Prajabatan* students has been done through a search via *Google Scholar* search engine. However, it yielded no results. The results of the search showed up with the previous studies focusing on the teachers' perspectives. First, a study by Rosadi et al. (2022) who found several challenges faced by the teachers in implementing differentiated instruction in an Eastern Indonesia context (West Nusa

Tenggara). Second, a study by Nyoman et al. (2022) who explained the challenges which the teacher faced related to student engagement in online classes in SMAN 1 Ubud during Covid-19 pandemic. Third, a previous study by Suryati et al. (2023) was found the challenges faced by the teacher were time and effort at Junior High School in West Java. Fourth, Putri et al. (2024) who stated that there are teachers' internal and external factors of challenges in adapting differentiated instruction in elementary school teachers in Sleman Regency. Fifth, Sofiana et al. (2024) who revealed the result that the teachers in Central Java, Indonesia have implementing differentiated instruction but still need enhancement.

Taking into consideration the importance of differentiated instruction and the fact that *PPG Prajabatan* students at FKIP Universitas Sriwijaya study it as one of the subjects, it is importance to conduct a study focusing on what the *PPG Prajabatan* students have done to implement the differentiated instruction and what challenges they have faced in designing and implementing the differentiated instruction for their teaching practice.

1.2. Research Problems

The research problem of this study is formulated in the following research questions.

1. What did the students of *PPG Prajabatan* do to implement the differentiated instruction for their teaching practicum?
2. What were the students of *PPG Prajabatan*'s challenges in designing and implementing the differentiated instruction for their teaching practicum?

1.3. Research Objectives

1. To find out what the students of *PPG Prajabatan* did to implement the differentiated instruction for their teaching practicum
2. To find out what were the students of *PPG Prajabatan*'s challenges in designing and implementing the differentiated instruction for their teaching practicum

1.4. Significance of the Study

The conduct of this study is significant since it contributes to fill in the gap in terms of the implementation of differentiated instruction within the context of *Pendidikan Profesi Guru* in Indonesia. This present study can provide a new insight into what the students of *PPG Prajabatan*, specifically at the Faculty of Teacher Training and Education of Sriwijaya University have done in designing and implementing differentiated instruction for their teaching practice as well as the challenges. Having the information can serve as the feedback for the Study Program of PPG of Faculty of Teacher Training and Education within Sriwijaya University in order to provide its students with knowledge and skills they need to prepare what they need for their teaching practice.

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