

## The Development of English Differentiated Teaching Modules at 7 Grade Junior High School 3 Tebo

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### ABSTRACT

This study aimed to develop the differentiated learning Modul as one of English teaching instruments. As it is required to fulfill one of Merdeka Curriculum characteristics, especially the differentiated learning. This differentiated learning module was designed and developed based on students' learning styles (auditory, visual and kinesthetic) and students' talents and interests. This study was conducted using Research and Development method with ADDIE development model. The module development was focused on the series of differentiated learning modules for English in 7 graders. After conducting the analysis, design, and development. The differentiated learning module was validated in term of material and media. The average result in the material validation test was 87,5 % in the very valid category, while the media validation test was 89,5% in the very valid category. Furthermore, the product practicality was found through the questionnaires and product trial observation. The questionnaires were used to find out the perspective of teacher and students toward this developed module. It was found that the module was feasible to be used with the percentage 95,82% for teacher's questionnaire and 99,15% for students' questionnaire. Moreover, observation sheet result showed that this differentiated learning module was feasible with the percentage 90,85%.

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## 1. INTRODUCTION

The introduction of this journal article will highlight the evolution of Indonesian education towards a more holistic and student-centered approach, reflecting Ki Hajar Dewantara's vision of education aimed at physical, intellectual, spiritual, and social development. This shift aligns with the Merdeka Curriculum, introduced in February 2022, which emphasizes freedom in learning, creativity, and the development of a Pancasila Student Profile encompassing critical thinking, global diversity, and noble character. Despite this progressive framework, observations at SMPN 3 Tebo reveal that current teaching methods often fail to fully implement differentiated learning strategies, relying instead on traditional methods like Drill and Practice. This gap underscores the need for a flexible teaching module that accommodates various learning styles and needs. The study proposes the development of Differentiated Teaching Modules for Grade 7 English at SMPN 3 Tebo, aiming to address these challenges and enhance learning outcomes by tailoring instruction to individual student profiles.

### 1.1 Definition of Teaching Modules

According to Dosch and Zidon (2014), differentiated instruction, also referred to as a differentiated teaching module, is a pedagogical approach designed to address the diverse learning needs, styles, and abilities of students within a classroom. This approach is grounded in the belief that students have varied backgrounds, interests, and learning profiles, and therefore require tailored instructional strategies to achieve optimal learning outcomes.

Differentiated instruction involves modifying several aspects of the teaching process, including content, process, and assessment. Here's a closer look at each component:

**Content:** Differentiation in content refers to the ways in which information and concepts are presented to students. This might involve offering various levels of complexity in reading materials, utilizing different media (e.g., videos, texts, interactive materials), or providing choices in topics based on students' interests and prior knowledge. The goal is to ensure that all students can access and engage with the material at a level that is appropriate for their current understanding and skill set.

**Process:** Differentiating the process involves varying the methods and strategies used to help students make sense of the content. This can include implementing a range of instructional strategies such as small-group discussions, hands-on activities, or individual tasks that cater to different learning styles (e.g., visual, auditory, kinesthetic). The objective is to support students in processing and internalizing the content in a manner that aligns with their unique learning preferences and needs.

**Assessment:** Differentiation in assessment entails employing diverse methods to evaluate student learning and progress. Traditional tests and quizzes might be supplemented with alternative forms of assessment, such as projects, presentations, or self-assessments, to provide a more comprehensive view of students' understanding and skills. Assessments are designed to reflect the varied ways in which students demonstrate their learning and to offer meaningful feedback that guides further instruction.

The theoretical framework supporting differentiated instruction is heavily influenced by the work of Carol Ann Tomlinson, who has extensively researched and advocated for differentiated teaching. Tomlinson's model emphasizes the importance of responsiveness to student differences and the need for ongoing adjustment of instructional practices to meet these differences. According to Tomlinson (2019), effective differentiation requires teachers to know their students well, to continuously assess their progress, and to be flexible in their teaching methods.

In summary, differentiated teaching modules are designed to create a more inclusive and responsive learning environment by tailoring the content, process, and assessment to meet the diverse needs of students. This approach not only enhances engagement and understanding but also supports the development of each student's full potential by addressing their individual learning requirements.

## 2. LITERATURE REVIEW

### a. Definition of Curriculum

Hamalik (2014) traces the term "curriculum" to the Latin word "Curriculae," meaning the path taken by runners, and defines it as the educational period required for students to earn a certificate. Richard (2013) describes the curriculum as an overarching plan or design for a course that outlines how content is delivered to achieve specific learning outcomes, serving as a guide for educators to direct their teaching activities.

Marsh (2004) further expands on this by defining the curriculum as: (a) all planned learning responsibilities of the school, (b) all student experiences guided by the school, (c) the comprehensive set of learning experiences aimed at acquiring general skills and knowledge, and (d) all experiences throughout a student's life.

In summary, the curriculum is a structured educational program that includes systematically designed teaching materials and learning experiences. It serves as a guideline for both educators and students, aimed at achieving educational objectives effectively.

### b. Definition of Merdeka Curriculum

The Merdeka Curriculum, as outlined by the National Education Standards Agency (BSNP, 2021), emphasizes diverse intra-curricular learning to optimize content delivery and allow students ample time to explore concepts and build competencies. This curriculum provides teachers with the flexibility to select various teaching tools, tailoring learning to meet students' needs and interests.

The Merdeka Belajar program, initiated by Minister of Education and Culture Nadiem Makarim, aims to create a more engaging learning environment by empowering teachers to choose how they deliver the curriculum. This approach seeks to enhance the quality of education, moving beyond rote memorization to develop students' analytical thinking and comprehensive understanding (Saleh, 2020; Kemendikbud, 2019).

Hamdani (2022) describes the Merdeka Curriculum as promoting independent thinking and creativity, giving schools, teachers, and students the freedom to innovate and learn in a dynamic and enjoyable atmosphere. The Differentiated Teaching Module, introduced by the Ministry of Education, reflects this ethos by allowing

modifications in teaching methods and student products, aligning with the Merdeka Belajar's core principle of fostering independent and creative learning (Kemendikbud, 2019). In essence, the Merdeka Curriculum and Merdeka Belajar emphasize flexibility, creativity, and independence in the educational process, aiming to enhance both teaching and learning experiences.

### **c. Differentiated Teaching Module in Merdeka Curriculum of Differentiated Learning**

Differentiated learning, as defined by Faiz et al. (2020), involves teachers making thoughtful decisions to create a supportive learning environment tailored to students' needs, interests, and learning styles. This approach requires teachers to manage diverse needs without treating each student separately, ensuring effective and engaging teaching.

Marlina (2019) describes differentiated learning as adjustments made based on students' interests, preferences, and readiness to improve learning outcomes. According to Kurniawaty et al. (2022), the goal is to align teaching methods with students' varied needs, requiring teachers to plan and organize materials and activities accordingly.

C.A. Tomlinson (in Bayumi et al., 2021) identifies four key characteristics of effective differentiated learning: Encouragement of Concepts and Principles: Learning is guided by fundamental concepts and principles. Learner-Centered: Instruction is tailored to students' individual styles, intelligences, and initial abilities. Curriculum-Centered: The curriculum's core concepts and objectives remain intact, with creativity applied in learning tools. Varied Learning Materials: Materials are adapted to students' interests, prior knowledge, and learning styles. Tomlinson also emphasizes the importance of accommodating diverse learning styles, which include: Auditory Learning Style: Prefers learning through listening and verbal communication, with characteristics like a strong voice and preference for group discussions.

Visual Learning Style: Learns best through seeing and observing, with traits such as fast reading and a preference for neat presentation. Kinesthetic Learning Style: Engages in learning through movement and physical activity, showing traits like a preference for hands-on activities and physical involvement. Mapping learning needs involves identifying these styles to tailor educational approaches effectively. This ensures that teaching methods cater to the diverse ways students absorb and process information.

### **d. Differentiated Teaching Module**

Differentiated instruction, as outlined by Dosch and Zidon (2014), is a pedagogical approach designed to address diverse student needs by varying content, process, and assessment. This approach aims to cater to individual learning styles and abilities, enhancing educational effectiveness and engagement.

Teaching modules play a crucial role in supporting teachers by providing structured plans that align with learning objectives. According to Hadiansah (2022), effective teaching modules should include elements such as learning media and assessments that correspond with the flow of learning objectives. An ideal teaching module typically comprises three main components (Hadiansah, 2021): general information (e.g., author details, competencies, facilities, target students), core components (e.g., learning objectives, meaningful understanding, learning activities, assessment), and appendix components (e.g., worksheets, reading materials, glossary).

Differentiated teaching modules expand on these general modules by incorporating differentiation strategies. Bayumi et al. (2021) identify four components of differentiated teaching modules: content (curriculum and materials), process (management of ideas and information), product (demonstration of learning), and learning environment (student experience and engagement). Retno (2022) outlines a three-stage process for developing differentiated teaching modules: Mapping the Learners' Learning Profile: Understanding students' learning readiness, interests, and style preferences (Tomlinson, 2001).

Developing Differentiation Strategies: Implementing content, process, and product differentiation to accommodate various learning needs (Bayumi et al., 2021).

Developing Learning Resources and Assessment: Creating appropriate resources and assessments based on the curriculum and student needs.

This structured approach ensures that teaching modules are not only comprehensive but also responsive to individual learning requirements, ultimately fostering a more inclusive and effective educational environment.

## **3. DISCUSSION AND CONCLUSION**

This research utilized the Research and Development (R&D) approach, specifically employing the ADDIE development model, which includes Analysis, Design, Development, Implementation, and Evaluation stages (Sugiyono, 2009). According to Aldoobie (2015), the ADDIE model is a framework designed to create educational products or media that enhance student learning by being innovative, engaging, and challenging. The model guides researchers in developing effective, dynamic, and targeted learning products based on students' existing knowledge and needs (Gagne et al., 2005).

**a. Analysis**

In the context of developing a differentiated teaching module, the Analysis stage involves two critical components: Problem Analysis and Needs Analysis. Here's a detailed explanation of each, specifically tailored to the development of the English Differentiated Teaching Modules for 7th Grade at Junior High School 3 Tebo:

**a. Problem Analysis**

The objective of Problem Analysis is to identify and understand the specific challenges faced in the current English language instruction. This involves diagnosing issues that may hinder effective learning and determining the root causes of these problems. Key activities in this stage include classroom observations to identify issues like student disengagement, difficulties with specific language skills, or ineffective teaching methods. Interviews and surveys with teachers, students, and possibly parents provide additional insights into the problems encountered in learning English. A review of academic performance helps pinpoint areas where students consistently perform poorly or struggle, while identifying barriers reveals obstacles to effective learning, such as insufficient resources, lack of teacher training, or classroom management issues. The outcome of this analysis is a comprehensive understanding of the specific problems affecting English instruction, such as gaps in student understanding, ineffective teaching strategies, or inadequate resources. Problem Analysis focuses on diagnosing the existing issues in English instruction by observing the classroom environment, gathering feedback, and reviewing academic performance. It aims to identify the root causes of the challenges faced in teaching and learning English.

**b. Need Analysis**

The objective of Needs Analysis is to determine what students require to overcome identified problems and achieve the desired learning outcomes. This involves assessing the gaps between current student performance and the expected performance levels. Key activities include assessing student proficiency to evaluate current levels in areas such as grammar, vocabulary, reading comprehension, and speaking. Identifying learning gaps involves determining where students lack knowledge or skills based on assessments and feedback. It is also important to understand student preferences by gathering information on their learning styles, interests, and preferences to tailor instruction to their needs. Finally, setting educational goals involves defining what students need to learn and achieve to address the problems identified and meet curriculum standards. The outcome of this analysis is a clear understanding of students' learning needs, including specific areas for improvement and preferred learning methods, which aids in designing a differentiated teaching module aligned with students' needs and learning goals. Needs Analysis, on the other hand, is about determining what students require to overcome these problems and succeed. It involves assessing students' current proficiency, identifying gaps in their knowledge, understanding their learning preferences, and setting clear educational goals.

**b. Design**

In the design stage of the ADDIE development model, the researcher developed the Differentiated Teaching Modules with the following specifications of teaching module Components:

**Format:** The module was structured with a cover, general information, core components, and appendix components.

**Differentiation:** Included specific Differentiation Planning and used multiple teaching methods tailored to students' learning styles.

**Content Design:**

Designed with tables for clarity, incorporating a Differentiation Plan that addresses Auditory, Visual, and Kinesthetic learning styles.

**Media Design:**

Created with learning style groups in mind, ensuring access to appropriate learning media, student worksheets, and assessment tools.

The modules were developed using Microsoft Word and Canva, featuring a cheerful cover with bright colors and school elements, and were tailored for the Merdeka Curriculum and the even semester English subjects.

**c. Development**

At the development stage, the validation process included: **Media Design Validation:** Assessed by media experts to evaluate the suitability of the teaching module's design and layout, offering suggestions for improvements and validating the module for use.

**Material Validation:** Conducted by material experts to review the accuracy, relevance, and correctness of the content in the teaching module, providing feedback and validating its suitability for use.

**User Assessment:** Identified minor errors overlooked by media and material experts before the module was tested in the classroom.

**d. Implementation**

To assess the practicality and feasibility of the developed English Differentiated Teaching Modules for 7th grade at Junior High School 3 Tebo, the implementation process involved:

Small Group Tryout: Testing the modules with a small group of 18 students, including 6 from each learning style group (Auditory, Visual, and Kinesthetic). This phase aimed to gather feedback and suggestions for improvements.

Large Group Tryout: Following revisions based on the small group feedback, the modules were tested with a larger group of 25 students from Class 7 Study Group A to evaluate their overall responses and effectiveness in a broader classroom setting.

#### **e. Evaluation**

Evaluation step aims to analyze the practicality and feasibility of the modules developed at the implementation stage and revised the product based on evaluations during field trials. This evaluation were important in order to made the English Differentiated Teaching Modules were ready to use and applied at school.

#### **Experts Validaton**

The validation of the Differentiated Teaching Modules included expert reviews to ensure alignment with the Merdeka Curriculum. Four validators provided their expertise:

Content/Material Validation: Mrs. Yulia Wiji Astika, M.Pd: Lecturer of English Education, IAKSS Muara Bungo. Mr. Levandra Balti, S.S., M.Hum: Lecturer and Head of English Education, Muhammadiyah University of Muara Bungo.

Media Design Validation: Mr. Yogi Irdes Putra, M.Pd.T: Lecturer of Technology and Information Education, Muhammadiyah University of Muara Bungo. Mr. Dr. Aprizan, S.Pd.I, M.Pd: 2nd Vice Rector and Lecturer of Elementary School Teacher, Muhammadiyah University of Muara Bungo.

#### **Try Out**

The research evaluated the practicality of the English Differentiated Teaching Module through small and large group tryouts with grade 7A students at SMPN 3 Tebo. In the small group tryout on April 25, 2024, six students—two auditory, two visual, and two kinesthetic learners—participated in a lesson on Chapter 4, "My School Buildings," using tailored activities. The small group scored 287 out of 288 points, achieving a 99.6% practicality rating. This high score indicated that the module was very valid and ready for large-scale testing.

The large group tryout took place on May 16, 2024, involving 27 students and one English teacher. The students engaged in similar activities and completed a questionnaire, scoring 1,191 out of 1,200 points, or 99.25%. The feedback showed that auditory learners benefited from audio recordings, visual learners preferred observing animated dialogues, and kinesthetic learners enjoyed creating collages. Both tryouts confirmed the module's effectiveness and practicality, with scores in both cases indicating that the module was very valid.

## **4. CONCLUSIONS**

The development and testing of the English Differentiated Teaching Module for grade 7 students at SMPN 3 Tebo, following the ADDIE method, yielded very positive results. The module was assessed for validity and practicality through various stages:

Student Profile and Needs: Analysis revealed that among 31 students, 25% had auditory, 42% visual, and 12.9% kinesthetic learning styles. This profile guided the module's development to cater to these diverse needs. Feedback from the English teacher highlighted the module's importance in aligning with differentiated learning and aiding in material delivery.

Validation Results: The module received high validation scores from both material and media experts. Material expert validation scored 87.5%, with the second validator giving a 96% score. Media expert validation scored 89.5%, indicating strong approval in content and design.

Practicality Testing: In small group testing, the module scored 99.6% for practicality, while large group testing resulted in a 99.25% score. Teacher feedback also reflected high practicality with a 92.85% score.

Overall, the research confirms that the English Differentiated Teaching Module is highly valid and practical for implementation, particularly for 7th-grade students at SMPN 3 Tebo.

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