

## CHAPTER I INTRODUCTION

### 1.1 Background

The Merdeka Curriculum, Indonesia's newest curriculum, is evidence that education in the country has entered a new age. The core competencies of the curriculum can be interpreted by the school as an evaluation of the school, according to the notion of the Merdeka Curriculum (Ningrum et al., 2023). The Merdeka Curriculum consists of a single program: the application of diversified instruction learning methodologies (Usman et al., 2022). With the use of differentiated teaching, teachers can design lesson plans that are tailored to the skills and learning requirements of their students (Corley, 2005). Three components make up this learning model: content, which is the subject or stuff that students will study; process, which is how students approach comprehending concepts and material; and product, which is the result or application of what they have learned (Tomlinson, 2001). Given the variety of learning styles that children possess today, differentiated education has proven to be highly effective in mitigating these differences. Afterward, this works in tandem with the advancement of ever-more-advanced educational technology, making it simpler for educators to select the most effective teaching strategies as well as for students to learn. Teachers may approach students in a novel and creative way when using this learning style. To map students' interests and learning needs, cognitive and noncognitive evaluations are conducted prior to implementing individualized instruction. (Damayanti et al., 2023). To assist teachers in meeting the diverse learning needs of their students, it is crucial to conduct preliminary evaluations (Sutrisno & Hernawan, 2023). When it comes to content, procedure, and product, differentiated education is created with the needs,

interests, and abilities of the students in mind (Defitriani, 2018). The first component is content that is pertinent to the subjects that students will learn in class (Westri Andini, 2016). The second is the procedure, which is tailored to the student's preferred method of learning in order to process the concepts and data acquired (Farid et al., 2022). The final one is a product that relates to outcomes and will demonstrate what the pupils have learned throughout the process (Pham, 2012). Then, teachers must modify these three elements based on the skills and learning preferences of their pupils.

Stepping into the classroom in the era of Industrial Revolution 4.0 presents a difficulty. There have been significant changes in the learning styles, thought patterns, and creative inventions of students across a range of fields. (Surani, 2019). Due to this evolution, Indonesian educational institutions are working to enhance the curriculum and design a Merdeka Curriculum that will allow it to keep up with the demands and advancements of education today (Widiyono & Millati, 2021). These days, learning is inextricably linked to the integration of technology into processes, content, and student learning outcomes. Given the variety of learning styles that children possess today, differentiated education has proven to be highly effective in mitigating these differences. Afterwards, this works in tandem with the advancement of ever-more-advanced educational technology, making it simpler for educators to select the most effective teaching strategies as well as for students to learn. Teachers' selection of learning media will be made extremely simple by the availability of learning technology in the form of audio, visual, and audio-visual media (Anantiwi, 2021). In addition to being a tool for learning, educational technology is also described as a sophisticated process of problem-solving that

takes into account every facet of human learning (Nurdyansyah & Widodo, 2015). The teacher can then design lessons that focus on reading, writing, speaking, listening, and even writing all at once in different ways (Lacina, 2008). Students can now learn in a variety of ways in the classroom thanks to numerous technologies. Such technological advancements can provide flexible learning, but their application must be appropriate for the part (Shyamlee & Phil, 2012). Students can find ideas in learning with the aid of technology, often known as learning multimedia. In addition, multimedia in general helps pique students' enthusiasm for learning more. (Martín-Blas & Serrano-Fernández, 2009). In light of this, it can be claimed that technology significantly contributes to the advancement of the learning process. But using social media platforms is still a barrier to learning in this day and age. Students still face difficulties using these platforms if they lack the necessary skills or comprehension of how to use the technology (García-Gómez, 2022).

Technology use in the classroom can help pupils develop their critical thinking and cognitive abilities (Nuridayanti et al., 2023). Over the last three years, technology has become increasingly integrated into the educational process, despite the fact that many teachers are still not very skilled in its use (Bello Nawaila et al., 2020). The same is true when studying English. Print materials, movies, and the Internet can all be used as multimedia tools for learning English (Suhardiana, 2019). The use of technology in language acquisition has an impact on developing self-confidence and accepting that learning a language is simple (Bolibekova et al., 2020). Using Google Sites is one example of an innovative teaching tool that might assist students in learning a language. Because our website offers a variety of learning resources, students typically enjoy studying English better (Adzkiya &

Suryaman, 2021). Students can learn the language more easily and enjoyably if a variety of learning resources are available, such as this one. Assessing pupils' English language proficiency can also be greatly aided by using additional programs like Edmodo (Yuniarti & Ifadah, 2018). To offer text and video-based learning materials, this application has additional features that can assist educators in developing comprehension exercises and tests for their students.

When educators employ technology in the classroom, varying viewpoints or attitudes regarding students' attitudes toward language acquisition may arise (Lai, 2019). Teachers think that integrating technology into the classroom can help children' learning progress and foster parent-teacher collaboration (Ottensbreit-Leftwich et al., 2010). This, however, contradicts the students' perceptions about the value of studying other languages. Pupils think that studying a foreign language at school is not like studying other subjects (Kern, 1995). Students face a great deal of strain and uncertainty when it comes to comprehending the language because of the numerous cultural inconsistencies taught in it (Despaigne, 2010). The use of flexible technology in the present Merdeka curriculum implementation allows students to be free to learn according to their interests and aptitudes (Sri et al., 2020). Therefore, the use of technology in English language instruction can make the subject matter more applicable to students' lives in the contemporary world (Valerie Shu-Yuan Fan, 2016). Teachers can modify the information, procedures, and goods offered through currently available technology by taking a look at each student's skill level (Siegle, 2014). Since they may now pick how they want to learn, this will help students greatly in their efforts to better and develop as English language learners. The majority of students advise using technology to support their

English language development (Simanjuntak et al., 2022). The diverse range of tools offered by several technologies expedites students' adoption of technology in their education and helps them view it as an asset.

Differentiated instruction is emphasized in the current Merdeka Curriculum as a remedy for the learning process, which is frequently challenging to apply for each unique learner (Aprima & Sari, 2022). Students can select the method of learning that best suits their interests when all of their learning needs are met. This, however, is not consistent with the results in a large number of schools using the present independent curriculum. In actuality, a large number of educators continue to lack confidence when it comes to using differentiated instruction in the classroom (Leballo et al., 2021). The adoption of the independent curriculum, which calls for diagnostic, formative, and summative assessments, has left the teachers perplexed (Zulaiha et al., 2022). To determine how pupils handle each piece of knowledge during their learning process, these three tests are crucial. Teachers can use this information to help pupils learn more easily. The real finding, though, is that educators view this as an extra workload that will impede students' ability to learn. In actuality, a school still needs additional reinforcement in other areas even when it has been declared ready to implement an independent curriculum (Heryahya et al., 2022).

In this instance, teachers' views positively impact the application of differentiated education in the classroom. The learning outcomes of students are typically improved by teachers who have good ideas about using differentiated instruction (Maruf, 2023). The professionalism of teachers in planning and carrying out instruction to enable the successful implementation of differentiated instruction

(Pozas et al., 2020). Technology is becoming the most promising tool for implementing learning, particularly language acquisition, in this day and age. Technology allows teachers to access a variety of resources based on the interests and learning preferences of their students (Shadiev & Yang, 2020). Nowadays, a lot of people use technology in their education, and it keeps evolving to keep up with new advancements. This kind of technological utilization is incredibly beneficial for learning. Teachers and students agree that this can facilitate learning and help pupils meet their learning goals. This was also stated (Belbase, 2020) pupils think they can learn and comprehend concepts more clearly while using technology. With the use of technology in education, instructors and students can investigate reliable sources of information. There are various aspects of the learning process that educators and students can improve. It is also stated that teachers frequently differentiate technology as a source of student learning in the classroom while adopting differentiated education (Smets et al., 2022). Such facts are frequently encountered in the application of classroom instruction. Children's various learning development in speaking, listening, reading, and writing is positively impacted by the use of technology in differentiated education (Ayuningtyas et al., 2023). According to findings from other academics, the use of technology in education is currently very promising for instructors. But as of right now, there is still a lack of widespread development in the use of technology to accomplish differentiated instruction.

Such is the case in a number of SMK N 1 Sukasada classrooms. This school, which is close to Singaraja's city center, has completely adopted the autonomous curriculum. Additionally, the teachers have made a concerted effort to guarantee

that one of the key components of the most recent curriculum, differentiated instruction is used in the classroom. This school was selected in part due to the expertise and experience of its teachers in executing differentiated education. This allows researchers to examine differentiated teaching in the learning process by delving further into qualitative data. There are still a few issues, despite the fact that the curriculum and learning techniques are implemented rather well. While every class now uses differentiated instruction, teachers are nevertheless aware that their pupils' English proficiency still falls short of what is required for their current class level. Aside from that, the goal of integrating technology into differentiated education has not yet been carried out. Based on this, the instructor attempts to make the most of the differentiated education approach by utilizing technology assistance to help students in ways that best suit their needs and help them generate new knowledge. In this instance, English teachers work to help students with procedures and content while allowing them to freely produce work based on their interests. The diagnostic assessment should be completed at the outset; in this school, the instructor completes it before introducing the lesson plan. This kind of implementation can significantly reduce classroom instruction time.

Students responded rather favorably to the differentiated training they received in class. In addition to the teacher's adaptable approach to the materials, procedures, and end products for every subject, SMK N 1 Sukasada pupils believe that this style of learning is simpler to comprehend and put into practice. Students may easily select the type of information, procedures, and products that best meet their unique learning needs thanks to a variety of resources. The instructor will then be able to observe how the pupils respond to the initial format of the information. Indirectly,

this can assist educators in understanding about the interests and learning preferences of each student. There is a correlation between students' learning assumptions and individualized instruction tactics, based on prior student perception. At SMK Negeri 1 Sukasada, a study was conducted to ascertain how students felt about the integration of technology and differentiated instruction learning methodologies. There hasn't been much research on how students' perceptions of technology use in the classroom relate to differentiated education. As a result, this study examined how this technique is applied in the classroom with the aid of learning technology, which is becoming more and more varied these days. It is believed that this research's findings would be able to support educators in general and English teachers specifically in improving the way they teach in the classroom. This study looks at how students feel about diversified education in general. It covers students' subjective views, opinions, attitudes, and expectations, all of which have an impact on the way they learn and the results they get. However, this study has not included a thorough investigation of every component and facet of students' opinions in every class. Thus, by assessing each component that supports students' opinions, researchers can use this gap to do comparable study.

## **1.2 Research Problems Identification**

With differentiated instruction, the focus is primarily on the needs of the student. In fact, a lot of schools still do not have this method fully applied. But this tactic was already in place at SMK N 1 Sukasada before the autonomous curriculum was introduced. One of the English professors who had introduced differentiated instruction into his class made this statement. At SMK N 1 Sukasada, differentiated



instruction has been used to teach students in a systematic way. To ascertain the student's skills and preferred method of learning, the teacher conducts a diagnostic evaluation prior to putting this plan into practice. The instructor accomplishes this by offering a variety of instructional materials. Before instruction starts, pupils will then be allowed to choose the format in which the information is to be understood. The Whatsapp group is used to share this content, making it easier for students to access. However, there are a few issues with this school's use of differentiated instruction that need to be addressed. SMK N 1 Sukasada still employs less diverse technology because this study also considers how technology is employed in classroom instruction. This is because the most popular group for learning is still WhatsApp. Teachers should at the very least offer a variety of various technological options to create more engaging learning experiences. The research was carried out in response to the teacher's statement regarding the pupils' inadequate English proficiency, even though they have employed tactics that can facilitate learning. Future studies will examine how this technology is used in language instruction and how it affects students' beliefs. The study's findings will demonstrate whether or not differentiated technology use in the classroom can boost students' confidence in their ability to learn languages.

### **1.3 Scope of the Research and Research Limitation**

The SMKN 1 Sukasada, a vocational school situated on Srikandi Street in Sambangan Village, Sukasada, Buleleng, was the subject of this study. To examine how Differentiated Instruction with integrated technology affected the students' learning beliefs at SMKN 1 Sukasada, the researcher preferred to use the students as the primary informants. The first semester's 10th-grade kids were picked since

they may have never received differentiated instruction at SMKN 1 Sukasada. This is a public vocational school where the researcher is focusing on the hospitality and culinary major to find out what the students think about the teacher's use of differentiated instruction and technology in English class activities.

#### **1.4 Problem Statement**

Based on the research background, the research questions of this study were:

- 1.4.1 How does the teacher implement differentiated instruction integrated with technology in the classroom?
- 1.4.2 How were students' beliefs in learning when differentiated instruction integrated with technology is implemented?

#### **1.5 Research Objective**

Based on the research background above, the purpose of this research is;

- 1.5.1 To observe how differentiated instruction integrated with technology is implemented in the classroom activities at SMKN 1 Sukasada.
- 1.5.2 To investigate students' learning beliefs when differentiated instruction integrated with technology is implemented in SMKN 1 Sukasada.

#### **1.6 Research Significances**

The results of the study are expected to be beneficial theoretically and practically.

##### **1.6.1 Theoretical Significance:**

The result of this study can enrich empirical references regarding students' perceptions of the use of online learning. In a more specific context, this study is expected to be a reference for studies that involve students' learning beliefs in

differentiated instruction integrated with technology and how this strategy is implemented by the teacher in the classroom.

#### 1.6.2 Practical Significance:

##### a. For Student

This study is expected to be able to provide information to students about how differentiated instruction can affect their learning beliefs and to help students try to apply an appropriate learning method to themselves to create an effective and useful learning process.

##### b. For Teachers and Parents

This study is expected to be able to assist teachers and parents in knowing how differentiated instruction can affect their students and their children's learning beliefs when implemented in the classroom.

##### c. For Other Researcher

This study is expected to be able to provide benefits for other researchers in developing this research or assisting in another new research.

