

THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION INTEGRATED WITH TECHNOLOGY IN ENGLISH CLASS AT SMK N 1 SERIRIT

By

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ABSTRACT

This research aims to determine how differentiated instruction integrated with technology is implemented in the classroom and investigate students' stress towards the implementation differentiated instruction integrated with technology. SMK N 1 Seri is different from other schools. This school is a favourite school that is most popular with the public. This happens because quality learning can create quality graduates. SMK N 1 Seririt was chosen as the research location because this school has implemented differentiated instruction integrated with technology. The research design used in this research is mixed methods. The qualitative data used in this research uses data collection with observation to obtain data on how differentiation learning with technology is carried out by English teachers at SMK N 1 Seririt and to describe the stress of students in class XI regarding the implementation of integrated differentiation learning with technology. Qualitative data in this research was obtained using observation. Quantitative data was obtained using a questionnaire filled in by students and used to find out how stressed students were when differentiated instruction integrated with technology was implemented in the classroom. Qualitative data analysis is carried out by 1) collecting data 2) condensing data 3) presenting data 4) drawing conclusions/verification. Quantitative data is analysed was obtained using a questionnaire filled in by students and used to find out how is differentiated instruction with technology carried out by the English teachers at SMK N 1 Seririt and how stressed students were when differentiated instruction integrated with technology was implemented in the classroom. The research results show that teachers have implemented differentiated instruction integrated with technology in the classroom using three learning stages, namely content, process, and product. Student stress questionnaire data from a total of 120 students from 3 classes, namely XI Hospitality 1, 2 and 3, with the category of all students who take English language learning with technology. Based on the researcher's analysis carried out through questionnaires, it was found that class XI Hospitality 1, 2 and 3 is in the sufficient category, The teaching technique described (differentiated instruction integrated with technology) in the present study can be suitable for the learning process since it makes students more able to think creatively and collaboratively. The level also needs to be considered in the learning process since it contributes to the learning outcomes. The selection of appropriate teaching techniques based on the students' stress levels is required during the learning process so that they are not under pressure.

Keywords: Differentiated Instruction, Technology, Students' stress

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana pembelajaran berdiferensiasi terintegrasi dengan teknologi diterapkan di kelas dan mengetahui stres siswa terhadap penerapan pembelajaran berdiferensiasi terintegrasi dengan teknologi. SMK N 1 Seririt berbeda dengan sekolah lainnya. Sekolah ini merupakan sekolah favorit yang paling digemari masyarakat. Hal ini terjadi karena pembelajaran yang berkualitas dapat melahirkan lulusan yang berkualitas. Desain penelitian yang digunakan dalam penelitian ini adalah metode campuran. Data kualitatif yang digunakan dalam penelitian ini menggunakan pengumpulan data dengan observasi untuk memperoleh data bagaimana pembelajaran diferensiasi dengan teknologi dilakukan oleh guru bahasa Inggris di SMK N 1 Seririt dan untuk menggambarkan stres siswa kelas XI mengenai pelaksanaan pembelajaran diferensiasi terpadu dengan teknologi. Data kuantitatif diperoleh dengan menggunakan kuesioner yang diisi oleh siswa dan digunakan untuk mengetahui seberapa stres siswa ketika pembelajaran berdiferensiasi terintegrasi dengan teknologi diterapkan di kelas. Analisis data kualitatif dilakukan dengan cara 1) mengumpulkan data 2) memadatkan data 3) menyajikan data 4) menarik kesimpulan/verifikasi. Peneliti menganalisis data kuantitatif dengan menggunakan angket, angket tersebut berisi beberapa pertanyaan atau pernyataan kepada siswa mengenai stres mereka terhadap penerapan pembelajaran berdiferensiasi berbasis teknologi. Hasil penelitian menunjukkan bahwa guru telah menerapkan pembelajaran diferensiasi terintegrasi dengan teknologi di kelas dengan menggunakan tiga tahap pembelajaran yaitu konten, proses, dan produk. Data angket stres siswa berjumlah 120 siswa dari 3 kelas yaitu XI Perhotelan 1, 2 dan 3 dengan kategori seluruh siswa yang mengikuti pembelajaran bahasa Inggris dengan teknologi. Berdasarkan analisis peneliti yang dilakukan melalui angket, diketahui bahwa kelas XI Perhotelan 1 berada pada kategori cukup, XI Perhotelan 2, dan XI Perhotelan 3 berada pada kategori cukup. Teknik pengajaran yang dijelaskan (diferensiasi pengajaran yang terintegrasi dengan teknologi) dalam penelitian ini cocok untuk proses pembelajaran karena membuat siswa lebih mampu berpikir kreatif dan kolaboratif. Akan tetapi tekanan siswa/stress siswa juga perlu diperhatikan dalam proses pembelajaran karena dapat mempengaruhi hasil belajar. Pemilihan teknik mengajar yang tepat berdasarkan tingkat stres siswa diperlukan pada saat proses pembelajaran agar mereka tidak mengalami tekanan

Kata Kunci: Instruksi yang berbeda, Teknologi, stress siswa