

#### Appendix 01. Letter of the Research Observation



# KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI UNIVERSITAS PENDIDIKAN GANESHA

#### **FAKULTAS BAHASA DAN SENI**

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116 Telepon (0362) 21541 Fax. (0362) 27561 Laman: fbs.undiksha.ac.id

Nomor: 2876/UN48.7.1/DT/2023 12 September 2023

Perihal: Permohonan Izin Observasi

Yth. Kepala SMA Negeri 4 Singaraja

di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Putu Gede Arimbawa

NIM : 2012021027 Jurusan : Bahasa Asing

Program Studi : Pendidikan Bahasa Inggris

Jenjang : S1

Tahun Akademik : 2023/2024

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan, Wakil Dekan I,

NF Euh Putu Eka Sulistia Dewi NIP. 198104192006042002

#### Tembusan:

- 1. Dekan FBS Undiksha Singaraja
- 2. Koorprodi. Pendidikan Bahasa Inggris
- 3. Sub Bagian Pendidikan FBS

#### Appendix 02. Letter of the Research Permission



# KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI UNIVERSITAS PENDIDIKAN GANESHA

#### FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116 Telepon (0362) 21541 Fax. (0362) 27561 Laman: fbs.undiksha.ac.id

Nomor: 1577/UN48.7.1/DT/2024 2 Mei 2024

Perihal: Permohonan Izin Penelitian

Yth. Kepala SMA Negeri 4 Singaraja

di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Putu Gede Arimbawa

NIM : 2012021027 Jurusan : Bahasa Asing

Program Studi : Pendidikan Bahasa Inggris

Jenjang : S1

Tahun Akademik : 2024/2025

Judul : THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION

INTEGRATED WITH TECHNOLOGY IN ENGLISH CLASS AT SMA

**NEGERI 4 SINGARAJA** 

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

B S DE N Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.

NIP. 198104192006042002

#### Tembusan:

- 1. Dekan FBS Undiksha Singaraja
- 2. Kaprodi. Bahasa Asing
- 3. Sub Bagian Pendidikan FBS

#### Appendix 03. Expert Judge Sheet I

#### **Expert Judge Sheet I**

#### Questionnaire

**Instrument**: Questionnaire of Teachers Stress in Implementing Differentiated Instruction with Technology

1<sup>st</sup> Expert : Putu Adi Krisna Juniarta, S.Pd., M.Pd. (Judge 1)

The Stress theory used in this research is from Ramberg et al., (2020), who explained that stress relates to Technology Competence, Support and Training, Role Preparedness. The definition of each aspect can be defined as following below:

- 1. **Technology Competence** refers to the understanding of various technologies, their functions, and their capabilities. Teachers who need more technology skills or feel confident in using specific software or hardware may experience stress when trying to integrate technology into their learning.
- 2. **Support and Training** is the support from schools and administration also plays an essential role in reducing teacher stress in using technology. Teachers who feel that they receive sufficient support in terms of training, guidance, and flexibility in integrating technology into the curriculum.
- 3. Role Preparedness is crucial to reduce teacher stress. When teachers are well prepared, they are more likely to feel confident, competent, and able to handle the demands of their profession. It encompasses the skills, knowledge, and resources one possesses, allowing them to tackle challenges and successfully meet objectives.

Furthermore, Technological Competency is an obligation that must be applied to a task, support and training is a positive attitude in supporting the implementation of technology, and role preparedness is the ability and resources available to carry out tasks effectively to be more efficient. Together, these aspects contribute to an individual's stress to face challenges and achieve desired outcomes.

		Val	lidity	
No of	Statements	Relevant	Irrelevant	Comments/Notes
Question		(√)	(√)	
	Aspect	of Technolo	gy Compten	ce
1.	Saya merasa stres ketika			
	mengikuti berbagai			
	pelatihan khusus seperti	IDID		
	seminar atau webinar	וחזחו	KAN	
	untuk mengembangkan		C	
	profesionalisme serta		7	
	kemampuan dalam			Es.
	penggunaan serta		95	
	pengintegrasian			
	teknologi dalam	7/34		
	pembelajaran	ZIII Z		
	berdiferensiasi.	YYYY	7))	
2.	Saya merasa terbebani	$\sqrt{}$	$\prec$	
	ketika secara berlebihan			
	meneliti jurnal atau			
	artikel ilmiah yang	IKS		
	berk <mark>aitan dengan</mark>			
	pembelajaran dengan			
	instruksi berbeda untuk			
	mendukung dan			
	memperluas wawasan			
	dalam menerapkan			
	pembelajaran			
		•	•	

	berdiferensiasi			
	menggunakan teknologi.			
3.	Saya merasa cemas	$\sqrt{}$		
	ketika harus mencari			
	sumber referensi dalam			
	bentuk video mengenai	<u> </u>		
	pembelajaran dengan			
	instruksi yang berbeda			
	untuk memastikan bahwa			
	teknologi terintegrasi	ADIDA		
	dengan baik dan efektif		KANG	
	dalam pembelajaran		C	
	berdiferensiasi di kelas.		4	
4.	Saya merasa stres saat	4		
T.	harus mencari dan		72	
	mengeksplorasi berbagai		127	
	alat teknologi pendidikan			
		Ama	4	
	. ////	<i>、ハノノ</i>		
N.	mengimplementasikan			
	pembelajaran diferensiasi			
	di kelas.	IKS	I P	
5.	Saya merasa tertekan	V		
	ketika harus secara aktif			
	mengeksplorasi dan			
	menerapkan cara inovatif			
	untuk menggunakan			
	teknologi dalam asesmen			
	formatif, memungkinkan			

	penyesuaian waktu nyata		
	untuk memenuhi		
	kebutuhan belajar		
	individual dalam		
	pembelajaran		
	berdiferensiasi.		
6.	Saya merasa frustrasi	V	
	ketika mengalami		
	permasalahan teknis		
	(teknologi) yang	NDIDIKAN	
	menghambat kelancaran	AN	
	pembelajaran	<u> </u>	3
	berdiferensiasi berbasis		
	teknologi di kelas.	37	E
<mark>7</mark> .	Saya merasa terbebani	TO TO	
	ketika harus secara	73	
	berkala merefleksikan	(新龍)	
	praktik mengajar,		
	khususnya integrasi	Y(Y)Y(Y)	
	teknologi, untuk		
	mengidentifikasi area		
	yang perlu ditingkatkan		
	dan diperbaiki dalam	IKSHA	
	pem <mark>belajaran</mark>		
	berdiferensiasi.		
8.	Saya merasa kesulitan	√	
	ketika harus secara rutin		
	mengeksplorasi dan		
	menerapkan elemen-		

	elemen gamifikasi dalam			
	pembelajaran,			
	menggunakan teknologi			
	untuk membuat			
	pembelajaran			
	berdiferensiasi lebih			
	menarik dan memotivasi			
	bagi siswa			
9.	Saya merasa cemas	V		
	ketika harus menciptakan	NDIDI		
	suasana kelas yang		KANO	
	mendukung dan			
	mendorong kolaborasi		· ·	
	antar siswa melalui alat	30		S.
	teknologi yang sesuai			
	dengan minat dan			
	kebutuhan belajar yang			
	berbeda dalam	Mile		
	pembelaja <mark>ran</mark>	VYVV		
	berdiferensiasi.	<i>\}}</i>		
10	C 4-1-1			
10.	Saya terkadang merasa	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		
	kesulitan untuk	IKS1	IP	
	memotivasi siswa yang			
	men <mark>unjukkan</mark>			
	ketidakminatan			
	menggunakan teknologi			
	dalam pembelajaran			
	berdiferensiasi.			

11.	Saya merasa terbebani			
	ketika harus secara			
	proaktif mencari			
	masukan dari siswa untuk			
	memahami preferensi			
	dan tingkat kenyamanan			
	mereka terhadap berbagai			
	alat teknologi, dan			
	menyesuaikan			
	pendekatan sesuai	IDI		
	kebutuhan dalam	<i>ו</i> עזעא	KANC	
	pembelajaran	_	ave	
	berdiferensiasi.		T. T.	2
12.	Saya sering merasa			
12.	kesulitan untuk		<b>C</b>	
	menyesuaikan untuk	104		
	pembelajaran		13	
	berdiferensiasi dengan	Sing \		
	teknologi terkini karena			
	keterbatasan akses	(y)		
	teknologi dan kurangnya	+		
	dukungan dari pihak			
	sekolah.	T T C 1	HA	
13.	Saya merasa stres ketika	1		
	harus menghabiskan			
	waktu ekstra untuk			
	menyusun modul atau			
	materi pembelajaran			
	berdiferensiasi yang			

	dapat diakses melalui
	platform digital.
	Aspect of Support and Training
14.	Saya merasa stres ketika √
	menginvestasikan
	banyak waktu untuk
	mengikuti berbagai
	pelatihan khusus
	(seminar atau webinar)
	(seminar atau webinar) tanpa adanya dukungan yang memadai dari
	yang memadai dari
	sekolah atau administrasi
	untuk mengembangkan
	profesionalisme serta
	kemampuan saya dalam
	penggunaan dan
	pengintegrasian
7	teknologi dalam
	mengimplementasikan
	pembelajaran
	berdiferensiasi
1.5	ND IKS B
15.	Saya merasa kurang
	didukung ketika harus
	mengeluarkan uang lebih
	untuk membeli atau
	berlangganan platform
	digital yang seharusnya
	disediakan oleh sekolah

	untuk mendukung			
	pembelajaran			
	berdiferensiasi dan			
	memenuhi kebutuhan			
	beragam siswa di kelas			
	saya.			
16.	Saya merasa tertekan	V		
	karena harus meluangkan			
	waktu sendiri untuk			
	mempelajari berbagai	JDIDA		
	alat dan aplikasi	וחותו	KANG	
	teknologi tanpa adanya		C	
	bimbingan atau pelatihan		7	7
	yang memadai dari	u o		E. T
	sekolah atau administrasi		<b>95</b>	
	yang dapat mendukung			
	pembelajaran diferensiasi			
	di dalam kelas.	THE STATE OF		
		()))		
17.	Saya meras <mark>a terbebani</mark>	1		
	karena tidak ada			
	dukungan dari sekolah	IKS'	H P	
	atau administrasi ketika			
	ingin mencoba model			
	pembelajaran yang			
	bervariasi dengan			
	memanfaatkan teknologi			
	untuk mendukung			
	perbedaan kecepatan			

	belajar sesuai dengan			
	preferensi siswa dalam			
	pembelajaran			
	berdiferensiasi.			
18.	Saya merasa stres karena	V		
10.	harus menginvestasikan	·		
	waktu sendiri untuk			
	mencari sumber referensi			
	berupa artikel atau jurnal			
	ilmiah untuk mempelajari	IDIUN	R1.	
	berbagai alat dan		ANO	
	platform pembelajaran		A	
	digital tanpa adanya		7	E .
	bimbingan yang cukup	36) (		
	dari sekolah atau		<b>TRY</b>	-
	administrasi untuk		1/2	
	mendukung diferensiasi		<del>)</del> )	
	di dalam kelas.		5	
19.	Saya me <mark>rasa tertekan</mark>	V		
	untuk merancang materi		14	
	pembelajaran berbasis			
	teknologi yang dapat			
	diakses oleh semua	IKS'		
	tingkatan kemampuan			
	siswa dalam			
	pembelajaran			
	berdiferensiasi di kelas			
	saya tanpa adanya			
	dukungan atau			
	_			
	fleksibilitas yang cukup			

	dari sekolah atau
	administrasi.
	Aspect of Role Preparedness
	Aspect of Role Frepareuress
20.	Saya merasa stres karena √
	kurangnya kesiapan
	dalam mengintegrasikan
	platform pembelajaran
	digital ke dalam
	kurikulum yang selaras
	dengan pengajaran DIDI
	berdiferensiasi guna
	memenuhi kebutuhan,
	gaya, dan preferensi
	belajar individu dari
	setiap siswa di dalam
	kelas.
21	
21.	Saya merasa kurang
7	percaya diri dalam
	memilih serta
	menggunakan berbagai
	macam platform
	pembelajaran digital atau
	aplikasi pendidikan untuk
	menyesuaikan strategi
	pengajaran saya secara
	efektif dalam
	pembelajaran
	berdiferensiasi.

dalam merancang berbagai jenis tugas berbasis teknologi untuk mengakses prestasi dan pencapaian siswa ketika diajar menggunakan	
berbasis teknologi untuk mengakses prestasi dan pencapaian siswa ketika	
mengakses prestasi dan pencapaian siswa ketika	
pencapaian siswa ketika	
diajar menggunakan 🔔	
instruksi yang berbeda	
karena kurangnya	
kesiapan dan pelatihan	
yang memadai.	
23. Saya merasa tidak cukup	
terampil dalam	
menciptakan kondisi	7
pembelajaran yang lebih	
berpusat pada siswa	
(student-centered) dalam	
pembelajaran	
berdiferensiasi	
menggunakan teknologi,	
yang menyebabkan stres	
dalam proses pengajaran.	
NA a A P	
24. Saya merasa tertekan	
karena tidak mahir dalam	
memecahkan masalah	
dan mengatasi tantangan	
teknologi serta	
memastikan integrasi	
teknologi yang mulus dan	
efisien ke dalam instruksi	

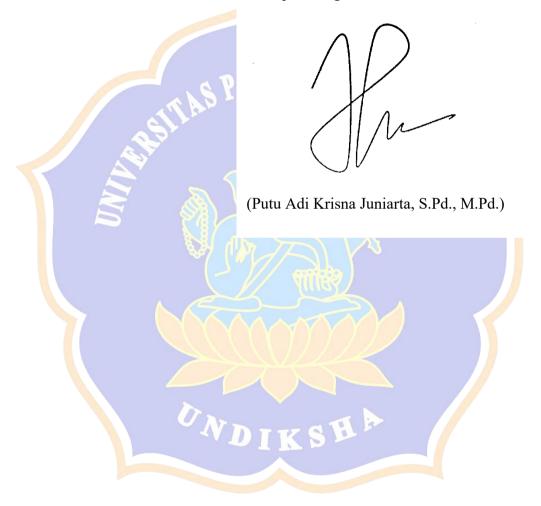
	pembelajaran yang			
	berbeda di dalam kelas.			
25.	Saya merasa kurang	√		
	terampil dalam	·		
	menerapkan elemen			
	gamifikasi digital,			
	sehingga kemampuan			
	saya dalam membuat			
	pembelajaran			
	berdiferensiasi menarik	IDID		
	menjadi terbatas,	ותותו	KAN	
	menambah tingkat stres	۵	KANG	
	saya.		V	2
		ů,		90
<b>2</b> 6.	Saya merasa tidak		<del>(</del> 5)	
	memiliki keterampilan	104		
	yang memadai untuk		13	
	memandu siswa dalam	eilig /		
	menggunakan berbagai			
	alat teknologi untuk riset,	(y)		
	proyek kolaboratif, dan	+	$\prec$	
	pembelajaran mandiri			
	dalam pembelajaran	IKS		
	terdiferensiasi, yang	IK2		
	men <mark>yebabkan</mark>			
	ketidaknyamanan dan			
	stres.			
27.	Saya merasa kurang	$\sqrt{}$		
	percaya diri dalam	·		
	memfasilitasi kolaborasi			

virtual melalui platform			
online yang mendorong			
pembelajaran kooperatif			
di antara siswa dengan			
berbagai kemampuan			
dalam pembelajaran			
instruksi yang berbeda			
Sava merasa stres karena	V		
	IDID.		
CPU	ותותו	KA A.	
	۵	C	
		To the second	4
			E. T
/ / / / / / / / / / / / / / / / / / /			
3.57 U.S.(			
	TIME		
individual mereka.	( ) ) )		
	V		
	TVC	H >	
meningkatkan beban			
	online yang mendorong pembelajaran kooperatif di antara siswa dengan berbagai kemampuan dalam pembelajaran instruksi yang berbeda  Saya merasa stres karena terkadang kurang maksimal dalam menyesuaikan rencana pembelajaran untuk melibatkan penggunaan teknologi dan masih kesulitan memberikan berbagai cara bagi siswa untuk terlibat dengan konten digital berdasarkan preferensi individual mereka.  Saya merasa kurang kompeten dalam mengalokasikan waktu pengajaran dan pembelajaran berdiferensiasi yang tersedia dan efektif ketika mengintegrasikan	online yang mendorong pembelajaran kooperatif di antara siswa dengan berbagai kemampuan dalam pembelajaran instruksi yang berbeda  Saya merasa stres karena terkadang kurang maksimal dalam menyesuaikan rencana pembelajaran untuk melibatkan penggunaan teknologi dan masih kesulitan memberikan berbagai cara bagi siswa untuk terlibat dengan konten digital berdasarkan preferensi individual mereka.  Saya merasa kurang kompeten dalam mengalokasikan waktu pengajaran dan pembelajaran berdiferensiasi yang tersedia dan efektif ketika mengintegrasikan teknologi, yang	online yang mendorong pembelajaran kooperatif di antara siswa dengan berbagai kemampuan dalam pembelajaran instruksi yang berbeda  Saya merasa stres karena terkadang kurang maksimal dalam menyesuaikan rencana pembelajaran untuk melibatkan penggunaan teknologi dan masih kesulitan memberikan berbagai cara bagi siswa untuk terlibat dengan konten digital berdasarkan preferensi individual mereka.  Saya merasa kurang kompeten dalam mengalokasikan waktu pengajaran dan pembelajaran berdiferensiasi yang tersedia dan efektif ketika mengintegrasikan teknologi, yang

saya.	kerja	dan tingkat	stres		
	saya.				

Singaraja, 04 July 2024

1<sup>st</sup> Expert Judge



Appendix 04. Expert Judge Sheet II

**Expert Judge Sheet II** 

Questionnaire

**Instrument**: Questionnaire of Teachers Stress in Implementing Differentiated Instruction with Technology

1<sup>st</sup> Expert : Kadek Sintya Dewi. S.Pd., M.Pd. (Judge 2)

The Stress theory used in this research is from Ramberg et al., (2020), who explained that stress relates to Technology Competence, Support and Training, Role Preparedness. The definition of each aspect can be defined as following below:

- 1. **Technology Competence** refers to the understanding of various technologies, their functions, and their capabilities. Teachers who need more technology skills or feel confident in using specific software or hardware may experience stress when trying to integrate technology into their learning.
- 2. **Support and Training** is the support from schools and administration also plays an essential role in reducing teacher stress in using technology. Teachers who feel that they receive sufficient support in terms of training, guidance, and flexibility in integrating technology into the curriculum.
- 3. Role Preparedness is crucial to reduce teacher stress. When teachers are well prepared, they are more likely to feel confident, competent, and able to handle the demands of their profession. It encompasses the skills, knowledge, and resources one possesses, allowing them to tackle challenges and successfully meet objectives.

Furthermore, Technological Competency is an obligation that must be applied to a task, support and training is a positive attitude in supporting the implementation of technology, and role preparedness is the ability and resources available to carry out tasks effectively to be more efficient. Together, these aspects contribute to an individual's stress to face challenges and achieve desired outcomes.

	Validity		
Statements	Relevant	Irrelevant	Comments/Notes

No of		(√)	(√)	
Question	Aspect of	 of Technolo	 gy Compten	ce
	_	,	- I	
1.	Saya merasa stres ketika	$\sqrt{}$		
	mengikuti berbagai			
	pelatihan khusus seperti			
	seminar atau webinar			
	untuk mengembangkan			
	profesionalisme serta			
	kemampu <mark>a</mark> n dalam			
	penggunaan serta	NDIDI	K.	
	pengintegrasian		KANG	
	teknologi dalam		A	
	pembelajaran			25
	berdiferensiasi.			SH SH
2.	Saya merasa terbebani	1		
	ketika secara berlebihan		10	
	meneliti jurnal atau	EIIIF		
	artikel ilmiah yang			
	berkaitan dengan	( ) ) )		
	pembelajaran dengan	+		
No.	instruksi berbeda untuk			
	mendukung dan	TVC	IA	
	memperluas wawasan	VP		
	dalam menerapkan			
	pembelajaran			
	berdiferensiasi			
	menggunakan teknologi.			

		1		
3.	Saya merasa cemas	$\sqrt{}$		
	ketika harus mencari			
	sumber referensi dalam			
	bentuk video mengenai			
	pembelajaran dengan			
	instruksi yang berbeda			
	untuk memastikan bahwa			
	teknologi terintegrasi			
	dengan baik dan efektif			
	dalam pembelajaran			
	berdiferensiasi di kelas.	IDIDI	R1.	
	TAU		AN	
4.	Saya merasa stres saat		6	
	harus mencari dan		7	
	mengeksplorasi berbagai	86/		20
	alat teknologi pendidikan		78	
	untuk meningkatkan			
	kemampuan dalam			
	mengimplementasikan	<b>Miles</b>	4.	
	pembelajaran diferensiasi			
	di kelas.	(JJJ)		
		$\times$		
5.	Saya merasa tertekan	1		
	ketika harus secara aktif	IKS	A P	
	mengeksplorasi dan	I K D		
	menerapkan cara inovatif			
	untuk menggunakan			
	teknologi dalam asesmen			
	formatif, memungkinkan			
	penyesuaian waktu nyata			
	untuk memenuhi			
	kebutuhan belajar			

	individual dalam			
	pembelajaran			
	berdiferensiasi.			
6.	Saya merasa frustrasi	<b>1</b>		
0.	ketika mengalami	v		
	permasalahan teknis			
	-			
	(teknologi) yang			
	menghambat kelancaran			
	pembelaj <mark>a</mark> ran	NDIDI	KANC	
	berdiferensiasi berbasis		AN	
	teknologi di kelas.			
7.	Saya merasa terbebani			
	ketika harus secara	S° 5 /		5
	berkala merefleksikan		78	
	praktik mengajar,		128	
	khususnya integrasi	( and	9	
	teknologi, untuk		5	
	mengidenti <mark>fikasi area</mark>	VYV	YY	
	yang perlu ditingkatkan			
	dan diperbaiki dalam			
`	pembelajaran //			
	berdiferensiasi.	IKS		
8.	Saya merasa kesulitan	V		
	ketika harus secara rutin			
	mengeksplorasi dan			
	menerapkan elemen-			
	elemen gamifikasi dalam			
	pembelajaran,			
<u> </u>		<u> </u>	<u> </u>	

	menggunakan teknologi			
	untuk membuat			
	pembelajaran			
	berdiferensiasi lebih			
	menarik dan memotivasi			
	bagi siswa			
9.	Saya merasa cemas	1		
	ketika harus menciptakan			
	suasana kelas yang			
	mendukung dan	ADIDA	KANG	
	mendorong kolaborasi	ATDI	AN	
	antar siswa melalui alat	急	C	
	teknologi yang sesuai		4	
	dengan minat dan	30		EC 7
	kebutuhan belajar yang		78	
	berbeda dalam			
	pembelajaran	7/ 25		
	berdiferensiasi.	Aura		
10				
10.	Saya terkadang merasa	V		
	kesulitan untuk	+		
W	memotivasi siswa yang			
	menunjukkan	a 1	HA	
	keti <mark>d</mark> akminatan	IKS	N. C.	
	men <mark>ggunakan teknologi</mark>			
	dalam pembelajaran			
	berdiferensiasi.			
11.	Saya merasa terbebani	√		
	ketika harus secara			
	proaktif mencari			
	<u> </u>	1	I	

	masukan dari siswa untuk			
	memahami preferensi			
	dan tingkat kenyamanan			
	mereka terhadap berbagai			
	alat teknologi, dan			
	menyesuaikan			
	pendekatan sesuai			
	kebutuhan dalam			
	pembelajaran			
	berdiferensiasi.			
	OP	NDIDI	13	
12.	Saya sering merasa	1	ANO	
	kesulitan untuk		A	
	menyesuaikan		, and the second	6
	pembelajaran	32)/		
	berdiferensiasi dengan	9	T S	
	teknologi terkini karena		1/43	
	keterbatasan akses		<del>)</del> )	
	teknologi dan kurangnya		5	
	dukungan dari pihak	VYYV	$\gamma\gamma\gamma$	
	sekolah.	1///	4	
13.	Saya merasa stres ketika	1		
	harus menghabiskan			
	waktu ekstra untuk	IKS'		
	menyusun modul atau			
	materi pembelajaran			
	berdiferensiasi yang			
	dapat diakses melalui			
	platform digital.			
	A 4	of Cura-sout	and Tuaini-	
	Aspect	oi Support	and Trainin	g
<u> </u>				

14.	Saya merasa stres ketika	V		
	menginvestasikan			
	banyak waktu untuk			
	mengikuti berbagai			
	pelatihan khusus			
	(seminar atau webinar)			
	tanpa adanya dukungan	<u> </u>		
	yang memadai dari			
	sekolah atau administrasi			
	untuk mengembangkan	TRI		
	profesionalisme serta	<i>ו</i> ַעועא	KA.	
	kemampuan saya dalam	4	ave	
	penggunaan dan		A	2
	pengintegrasian			E.C.
	teknologi dalam		<b>C</b>	
	mengimplementasikan			
	pembelajaran	17	18	
	berdiferensiasi	THE THE		
15.	Saya merasa kurang			
13.	didukung ketika harus	Y Y Y		
	mengeluarkan uang lebih	+		
No.	untuk membeli atau			
	berlangganan platform	IKS	AP	
	digital yang seharusnya	I K D		
	disediakan oleh sekolah			
	untuk mendukung			
	pembelajaran			
	berdiferensiasi dan			
	memenuhi kebutuhan			
	memenum kevutullali			

	beragam siswa di kelas			
	saya.			
16.	Saya merasa tertekan	V		
	karena harus meluangkan			
	waktu sendiri untuk			
	mempelajari berbagai			
	alat dan aplikasi			
	teknologi tanpa adanya			
	bimbingan atau pelatihan			
	yang memadai dari	IDIDA		
	sekolah atau administrasi	וחוחו	KANC	
	yang dapat mendukung		C	
	pembelajaran diferensiasi			
	di dalam kelas.	307	5	E. T.
			TO SER	
	ally the	M		
1 <mark>7</mark> .	Saya merasa terbebani			
	karena tidak ada	Yuna.		
	dukungan dari sekolah	VYV		
	atau administrasi ketika	(1)		
	ingin mencoba model			
	pembelajaran yang			
	bervariasi dengan	IKS	HA	7/
	mem <mark>anfaatkan teknologi</mark>			
	untuk mendukung			
	perbedaan kecepatan			
	belajar sesuai dengan			
	preferensi siswa dalam			
	pembelajaran			
	berdiferensiasi.			

18.	Saya merasa stres karena  √		
	harus menginvestasikan		
	waktu sendiri untuk		
	mencari sumber referensi		
	berupa artikel atau jurnal		
	ilmiah untuk mempelajari		
	berbagai alat dan		
	platform pembelajaran		
	digital tanpa adanya		
	bimbingan yang cukup		
	dari sekolah atau	IN	
	administrasi untuk	IKANG	
	mendukung diferensiasi		
	di dalam kelas.	Y	
			0
19.	Saya merasa tertekan	78	
	untuk merancang materi	1 1/3	
	pembelajaran berbasis		
	teknologi yang dapat		
	diakses oleh semua	YYY	
	tingkatan kemampuan		
	siswa dalam		
	pembelajaran	11	
	berdiferensiasi di kelas	HA	
	saya tanpa adanya		
	dukungan atau		
	fleksibilitas yang cukup		
	dari sekolah atau		
	administrasi.		
	Aspect of Role	Preparedness	

20.	Saya merasa stres karena	$\sqrt{}$		
	kurangnya kesiapan			
	dalam mengintegrasikan			
	platform pembelajaran			
	digital ke dalam			
	kurikulum yang selaras			
	dengan pengajaran			
	berdiferensiasi guna			
	memenuhi kebutuhan,			
	gaya, dan preferensi	IDID-		
	belajar individu dari	ותותו	KANO	
	setiap siswa di dalam	<u> </u>	NO.	
	kelas.		T.	2
21.	Saya merasa kurang			10°
	percaya diri dalam		95	
	memilih serta			
	menggunakan berbagai			
	macam platform	TILLE	4	
	pembelajaran digital atau			
	aplikasi pendidikan untuk	(JJJ)		
	menyesuaikan strategi			
	pengajaran saya secara			
	efektif dalam	IKS	HA	
	pem <mark>b</mark> elajaran			
	berdiferensiasi.			
22.	Saya merasa terbebani	V		
	dalam merancang			
	berbagai jenis tugas			
	berbasis teknologi untuk			
	mengakses prestasi dan			

	pencapaian siswa ketika			
	diajar menggunakan			
	instruksi yang berbeda			
	karena kurangnya			
	kesiapan dan pelatihan			
	yang memadai.			
23.	Saya merasa tidak cukup	1		
	terampil dalam			
	menciptakan kondisi			
	pembelajaran yang lebih	ADIDA	<b>1</b> 22	
	berpusat pada siswa	LINI	KANC	
	(student-centered) dalam		C	
	pembelajaran		~	
	berdiferensiasi	357	, T	S.
	menggunakan teknologi,		50	
	yang menyebabkan stres			
	dalam proses pengajaran.		,	
24.	Saya merasa tertekan	1		
7	karena tida <mark>k mahir dalam</mark>	VYYY	$\gamma\gamma$	
	memecahkan masalah		4	
	dan mengatasi tantangan			
	teknologi serta			
	memastikan integrasi	IKS		
	teknologi yang mulus dan			
	efisien ke dalam instruksi			
	pembelajaran yang			
	berbeda di dalam kelas.			
2.5		1		
25.	Saya merasa kurang	V		
	terampil dalam			

menerapkan elemen gamifikasi digital, sehingga kemampuan saya dalam membuat pembelajaran berdiferensiasi menarik menjadi terbatas, menambah tingkat stres saya.  26. Saya merasa tidak memiliki keterampilan yang memadai untuk memandu siswa dalam menggunakan berbagai alat teknologi untuk riset, proyek kolaboratif, dan pembelajaran mandiri
sehingga kemampuan saya dalam membuat pembelajaran berdiferensiasi menarik menjadi terbatas, menambah tingkat stres saya.  26. Saya merasa tidak memiliki keterampilan yang memadai untuk memandu siswa dalam menggunakan berbagai alat teknologi untuk riset, proyek kolaboratif, dan
saya dalam membuat pembelajaran berdiferensiasi menarik menjadi terbatas, menambah tingkat stres saya.  26. Saya merasa tidak memiliki keterampilan yang memadai untuk memandu siswa dalam menggunakan berbagai alat teknologi untuk riset, proyek kolaboratif, dan
pembelajaran berdiferensiasi menarik menjadi terbatas, menambah tingkat stres saya.  26. Saya merasa tidak memiliki keterampilan yang memadai untuk memandu siswa dalam menggunakan berbagai alat teknologi untuk riset, proyek kolaboratif, dan
berdiferensiasi menarik menjadi terbatas, menambah tingkat stres saya.  26. Saya merasa tidak memiliki keterampilan yang memadai untuk memandu siswa dalam menggunakan berbagai alat teknologi untuk riset, proyek kolaboratif, dan
menjadi terbatas, menambah tingkat stres saya.  26. Saya merasa tidak memiliki keterampilan yang memadai untuk memandu siswa dalam menggunakan berbagai alat teknologi untuk riset, proyek kolaboratif, dan
menambah tingkat stres saya.  26. Saya merasa tidak memiliki keterampilan yang memadai untuk memandu siswa dalam menggunakan berbagai alat teknologi untuk riset, proyek kolaboratif, dan
saya.  26. Saya merasa tidak memiliki keterampilan yang memadai untuk memandu siswa dalam menggunakan berbagai alat teknologi untuk riset, proyek kolaboratif, dan
26. Saya merasa tidak memiliki keterampilan yang memadai untuk memandu siswa dalam menggunakan berbagai alat teknologi untuk riset, proyek kolaboratif, dan
memandu siswa dalam menggunakan berbagai alat teknologi untuk riset, proyek kolaboratif, dan
memandu siswa dalam menggunakan berbagai alat teknologi untuk riset, proyek kolaboratif, dan
yang memadai untuk memandu siswa dalam menggunakan berbagai alat teknologi untuk riset, proyek kolaboratif, dan
menggunakan berbagai alat teknologi untuk riset, proyek kolaboratif, dan
alat teknologi untuk riset, proyek kolaboratif, dan
proyek kolaboratif, dan
nembelajaran mandiri
pemociajaran mandiri
dalam pembelajaran
terdiferensiasi, yang
menyebabkan
ketidaknyamanan dan
stres.
27. Saya merasa kurang √
percaya diri dalam
memfasilitasi kolaborasi
virtual melalui platform
online yang mendorong
pembelajaran kooperatif
di antara siswa dengan
berbagai kemampuan

	dalam pembelajaran			
	instruksi yang berbeda			
20	G 4 1	.1		
28.	Saya merasa stres karena	V		
	terkadang kurang			
	maksimal dalam			
	menyesuaikan rencana			
	pembelajaran untuk			
	melibatkan penggunaan			
	teknologi dan masih			
	kesulitan memberikan	IDIDA		
	berbagai cara bagi siswa	וחוחו	KANG	
	untuk terlibat dengan		C	
	konten digital			2
	berdasarkan preferensi			EC 7
	individual mereka.		50	
		164		
<mark>29</mark> .	Saya merasa kurang		10	
	kompeten dalam	<b>THE</b>	<i>y</i>	
	mengalokasikan waktu			
7	pengajaran dan	(YY)	$\gamma\gamma\gamma$	
	pembelajaran	$\mathcal{M}$	$\prec$	
N.	berdiferensiasi yang			
	tersedia dan efektif ketika			
	mengintegrasikan	IKS		
	tekn <mark>ologi, yang</mark>			
	meningkatkan beban			
	kerja dan tingkat stres			
	saya.			

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## **Appendix 05. Observation Sheet**

### **OBSERVATION SHEET**

**MEETING 1: X.1** 

		Aspect of		
		technology	T C	A P
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
		instruction		
1.	Wednesday,	Content	Pre-	• The students greet the
	September		Activity	teacher as he enters the
	20 <sup>th</sup> , 2023			classroom.

The teacher leads the students in a prayer before beginning the lesson. The teacher asks the students to take their seats. The teacher checks the students' attendance and readiness. The teacher gives students the option to study lesson material via YouTube or PDF links as a tool for teaching recount text. Recount text material shared in Whats App groups includes a general description, structure, characteristics and examples. Students are asked to choose between **PDF** YouTube and according to their interests and needs. The teacher instructs students to read the text in Word or watch a video on YouTube, then discuss the recount text.

	Process	Main-	•	After the students review
		Activity		the material, the teacher
				organizes them into
				heterogeneous groups of
				3-4 students to discuss
				recount text.
			•	The teacher selects
				several students with
				strong English skills,
	~17	MDID:		assigns them numbers,
	TAS YE	לחזחל	KA	and ensures they are
	CIII I			placed in different groups.
A	5			Other students then
			>_[	choose groups with one of
		SAL	戏	these selected students,
	and the second		1/2	creating groups with
		7/2	a /	varied abilities.
		VIII W		The teacher presents a
			$\overline{\wedge}$	PowerPoint that includes
			/_	the definition, generic
				structure, and examples of
	177			descriptive text about
	UND	IKS	A	animals.
			•	The teacher and students
				engage in a discussion
				using the Direct Method,
				particularly focusing on
				Question-and-Answer
				exercises.

				During the discussion 41-
				During the discussion, the
				teacher asks questions,
				which the students
				answer. Students are also
				encouraged to ask
				questions to each other
				regarding the teacher's
				questions. This promotes
				a collaborative discussion
		NDID:		involving both the teacher
	CASPE	לחזתע	KA	and the students, ensuring
	CIII A	۵		everyone's participation in
	5			the discussion on recount
	_ <			text.
2	1 165			
			700	
5	Product	Post-	100 Yes	The teacher asks
5	Product	Post- Activity		The teacher asks questions related to the
5	Product			23
5	Product			questions related to the
5	Product			questions related to the material that students
5	Product			questions related to the material that students have read or watched,
		Activity		questions related to the material that students have read or watched, such as the meaning of
		Activity		questions related to the material that students have read or watched, such as the meaning of recount text, its structure,
	Product	Activity		questions related to the material that students have read or watched, such as the meaning of recount text, its structure, and how to arrange it
		Activity	No.	questions related to the material that students have read or watched, such as the meaning of recount text, its structure, and how to arrange it systematically.
		Activity	No.	questions related to the material that students have read or watched, such as the meaning of recount text, its structure, and how to arrange it systematically.  The teacher asks students
		Activity	No.	questions related to the material that students have read or watched, such as the meaning of recount text, its structure, and how to arrange it systematically.  The teacher asks students to make a video analysis
		Activity	No.	questions related to the material that students have read or watched, such as the meaning of recount text, its structure, and how to arrange it systematically.  The teacher asks students to make a video analysis of their recount text and
		Activity	No.	questions related to the material that students have read or watched, such as the meaning of recount text, its structure, and how to arrange it systematically.  The teacher asks students to make a video analysis of their recount text and send it via Google Drive.



		Aspect of		
		technology		
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
		instruction		

1.	Wednesday,	Content	Pre-	•	The students greet the
	September		Activity		teacher as he enters the
	20 <sup>th</sup> , 2023				classroom.
				•	The teacher leads the
					students in a prayer before
					beginning the lesson.
				•	The teacher asks the
					students to take their
					seats.
		n II	NDID	•	The teacher checks the
		TASYL	NDIDI	KA	students' attendance and
		8111			readiness.
	, Si	9		•	Teachers offer a choice
		6	30	ر <	between online articles
				ST.	and PDFs, using online
		all Ver			articles to teach recount
				a) [	text.
					Recount text material
	77		VYV		shared in WhatsApp
				_	groups includes a general
		1			description, structure,
		17.			characteristics and
		UND	IKS		examples. Students are
					asked to choose between
					Article and PDF
					according to their interests
					and needs.
				•	The teacher instructs
					students to read the text in

		Article or PDF, then
		discuss the recount text.
Process	Main-	• After the students review
	Activity	the material, the teacher
		organizes them into
		heterogeneous groups of
		3-4 students to discuss
		recount text.
		• The teacher selects
DE	NDID	seve <mark>ral</mark> students with
MASPE	VATAL	strong English skills,
	急	assigns them numbers,
 8		and ensures they are
	300	placed in different groups.
		Other students then
		choose groups with one of
		these selected students, creating groups with
		creating groups with
	(YYY)	• The teacher presents a
		PowerPoint that includes
		the definition, generic
UND	6	structure, and examples of
·VD	IKS	descriptive text about
		animals.
		• The teacher and students
		engage in a discussion
		using the Direct Method,
		particularly focusing on

			Question-and-Answer
			exercises.
		•	During the discussion,
			the teacher asks
			questions, which the
			students answer.
			Students are also
			encouraged to ask
			questions to each other
	MDIA.		regarding the teacher's
CASPL	זחזחע	K	questions. This promotes
CIII DE	<u> </u>		a collaborative
5			discussion involving
_ <		> [	both the teacher and the
		B	students, ensuring
			everyone's participati <mark>o</mark> n
8750			in the discussion on
	THE THE		recount text.
Product	Post-		The teacher asks
	Activity	/_	questions related to the
			material that students
1		31	have read or watched,
UND	IKS	A	such as the meaning of
			recount text, its structure,
			and how to arrange it
			systematically.
		•	The teacher asks to write a
			recount text, read it aloud
			in front of the class, and

	send the written text to the
	WhatsApp group.



### **MEETING 1 : X.10**

No Date of Observation  1. Wednesday, Content September 20th, 2023  The teacher as he enters the classroom.  The teacher asks the students in a prayer before beginning the lesson.  The teacher asks the students to take their seats.  The teacher checks the students' attendance and readiness.  Teachers offer a choice between online articles and PDFs, using online articles to teach recount text.  Recount text material shared in WhatsApp			A		
No Date of Observation  1. Wednesday, September 20th, 2023  1. The students greet the teacher as he enters the classroom.  1. The teacher leads the students in a prayer before beginning the lesson.  1. The teacher asks the students to take their seats.  1. The teacher checks the students' attendance and readiness.  1. The teacher offer a choice between online articles and PDFs, using online articles to teach recount text.  1. Recount text material			Aspect of		
Observation  1. Wednesday, Content Pre- September 20 <sup>th</sup> , 2023  The students greet the teacher as he enters the classroom.  The teacher leads the students in a prayer before beginning the lesson.  The teacher checks the students' attendance and readiness.  Teachers offer a choice between online articles and PDFs, using online articles to teach recount text.  Recount text material			technology		
1. Wednesday, September 20th, 2023  The students greet the teacher as he enters the classroom.  The teacher leads the students in a prayer before beginning the lesson.  The teacher asks the students to take their seats.  The teacher checks the students' attendance and readiness.  Teachers offer a choice between online articles and PDFs, using online articles to teach recount text.  Recount text material	No	Date of	based	Learning	Description
1. Wednesday, September 20th, 2023  Oth, 2023  The students greet the teacher as he enters the classroom.  The teacher leads the students in a prayer before beginning the lesson.  The teacher asks the students to take their seats.  The teacher checks the students' attendance and readiness.  Teachers offer a choice between online articles and PDFs, using online articles to teach recount text.  Recount text material		Observation	differentiated	Activities	
September 20th, 2023  Activity teacher as he enters the classroom.  The teacher leads the students in a prayer before beginning the lesson.  The teacher asks the students to take their seats.  The teacher checks the students' attendance and readiness.  Teachers offer a choice between online articles and PDFs, using online articles to teach recount text.  Recount text material			instruction	NDIDA	V.
classroom.  The teacher leads the students in a prayer before beginning the lesson.  The teacher asks the students to take their seats.  The teacher checks the students' attendance and readiness.  Teachers offer a choice between online articles and PDFs, using online articles to teach recount text.  Recount text material	1.	Wednesday,	Content	Pre-	• The students greet the
<ul> <li>The teacher leads the students in a prayer before beginning the lesson.</li> <li>The teacher asks the students to take their seats.</li> <li>The teacher checks the students' attendance and readiness.</li> <li>Teachers offer a choice between online articles and PDFs, using online articles to teach recount text.</li> <li>Recount text material</li> </ul>		September	SI	Activity	teacher as he enters the
students in a prayer before beginning the lesson.  The teacher asks the students to take their seats.  The teacher checks the students' attendance and readiness.  Teachers offer a choice between online articles and PDFs, using online articles to teach recount text.  Recount text material		20 <sup>th</sup> , 2023	2		classroom.
beginning the lesson.  The teacher asks the students to take their seats.  The teacher checks the students' attendance and readiness.  Teachers offer a choice between online articles and PDFs, using online articles to teach recount text.  Recount text material			\$ 17	3°5)/	• The teacher leads the
<ul> <li>The teacher asks the students to take their seats.</li> <li>The teacher checks the students' attendance and readiness.</li> <li>Teachers offer a choice between online articles and PDFs, using online articles to teach recount text.</li> <li>Recount text material</li> </ul>				A W	students in a prayer before
students to take their seats.  The teacher checks the students' attendance and readiness.  Teachers offer a choice between online articles and PDFs, using online articles to teach recount text.  Recount text material					beginning the lesson.
<ul> <li>The teacher checks the students' attendance and readiness.</li> <li>Teachers offer a choice between online articles and PDFs, using online articles to teach recount text.</li> <li>Recount text material</li> </ul>			$(3^n)$		• The teacher asks the
students' attendance and readiness.  Teachers offer a choice between online articles and PDFs, using online articles to teach recount text.  Recount text material					students to take their seats.
readiness.  Teachers offer a choice between online articles and PDFs, using online articles to teach recount text.  Recount text material		7/		VYY	• The teacher checks the
Teachers offer a choice between online articles and PDFs, using online articles to teach recount text.  Recount text material					students' attendance and
between online articles and PDFs, using online articles to teach recount text.  • Recount text material			4		readiness.
and PDFs, using online articles to teach recount text.  • Recount text material			U No.		• Teachers offer a choice
articles to teach recount text.  • Recount text material			TV D	IKS	between online articles
text. • Recount text material					and PDFs, using online
• Recount text material					articles to teach recount
					text.
shared in WhatsApp					• Recount text material
					shared in WhatsApp
groups includes a general					groups includes a general
description, structure,					description, structure,

				characteristics and
				examples. Students are
				asked to choose between
				Article and PDF
				according to their interests
				and needs.
			•	The teacher instructs
				students to read the text in
				Article or PDF, then
		MID ID.		discuss the recount text.
	Process	Main-	K	After the students review
	TABLE	Activity	7	the material, the teacher
5	P			organizes them into
			S _	heterogeneous groups of
	N B.	50)/	el	3-4 students to discuss
5		9 05	7%	recount text.
				The teacher selects
		<b>/ 1978</b>	<b>9</b> )	several students with
7/		VYY		strong English skills,
			1	assigns them numbers,
				and ensures they are
	Mr.			placed in different groups.
	UND	TKS	A	Other students then
				choose groups with one of
				these selected students,
				creating groups with
				varied abilities.
			•	The teacher presents a
				PowerPoint that includes
				the definition, generic
		<u> </u>	]	

				structure, and examples of
				descriptive text about
				animals.
			•	The teacher and students
				engage in a discussion
				using the Direct Method,
				particularly focusing on
				Question-and-Answer
				exercises.
	~ T	MDID	•	During the discussion, the
	CASPE	וחוחע	K	teacher asks questions,
	CIII A			which the students
S	5			answer. Students are also
	_ <		<b>F</b>	encouraged to ask
			R	questions to each other
			XX	regarding the teacher's
			. /	questions. This promotes
		ZIII ZIII B		a collaborative discussion
			$\nearrow$	involving both the teacher
				and the students, ensuring
				everyone's participation in
				the discussion on recount
	ND	TES	A	text.
	Product	Post-	•	The teacher asks
		Activity		questions related to the
				material that students
				have read or watched,
				such as the meaning of
				recount text, its structure,

and how to arrange it systematically.

• The teacher asks to write a recount text, read it aloud in front of the class, and send the written text to the WhatsApp group.



# **MEETING 2 : X.1**

SPENDIDIKAN

		Aspect of	<u>_</u>	C
	, Es	technology		7/
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
		instruction	Z	
1.	Wednesday,	Content	Pre-	• The students greet the
	September		Activity	teacher as he enters the
	27 <sup>th</sup> , 2023			classroom.
			( ) / /	• The teacher leads the
			$\nearrow \nwarrow$	students in a prayer before
				starting the lesson.
		ND	TVS	• The teacher asks the
			IKO	students to sit down.
				• The teacher checks
				attendance and readiness.
				• The teacher reviews the
				previous material on
				recount text.

			•	The teacher uses a
				PowerPoint and images to
				present the content to the
				students.
	Process	Main-	•	The teacher asks the
		Activity		students to sit with a
				partner and correct each
				other's mind maps.
			•	The teacher explains how
	DF	NDID		to correct mind maps
	MASPE	וחוחו	1	using a PowerPoint
		急		presentation and shows
, C	5			the process using an LCD
		30	J	projector.
			7	Students exchange their
	dh 🚱		\°	mind maps with their
			a )	partner and start
				correcting them.
7/		VYY	·y	The teacher encourages
			_	students to discuss and
				collaborate in depth with
	UN-		T	their partners in understanding the
	UND	IKS		understanding the material, especially in the
				context of recount text
				learning.
			•	After making corrections,
				students return the mind
				maps to their owners and
				maps to their owners and

				then use them to draft paragraphs.
	Product	Post-	•	The teacher asks students
		Activity		to turn their paragraph
				drafts on their favorite
				place into a video or clip,
				based on their skills and
				interests.
			•	The students should
		NDID.		upload their videos or
	SPE	לחותע	R	clips to YouTube or a blog
	dill pr			and then share the links in
B	5			the WhatsApp group.
	_ <		•	The students were asked
			R.	to choose between
			Y X	creating a recount text
	\$7 (\n)		Y	about a memorable
		Time		vacation experience or a
			<del></del>	significant school event,
		()))		and then present their
				work in video format

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# SPENDIDIK

### **OBSERVATION SHEET**

# **MEETING 2: X.5**

		Aspect of technology		No.
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	500
		instruction		
1.	Wednesday,	Content	Pre-	• The students greet the
	September	2	Activity	teacher as he enters the
	27 <sup>th</sup> , 2023	ND	IKS	classroom.
				• The teacher leads the
				students in a prayer before
				starting the lesson.
				• The teacher asks the
				students to sit down.
				• The teacher checks
				attendance and readiness.

				•	The teacher reviews the
					previous material on
					recount text.
				•	The teacher uses a
					PowerPoint and images to
					present the content to the
					students.
		Process	Main-	•	The teacher divides
			Activity		students into small
			NDID:		groups, each consisting of
		CASPE	וחוחע	KA	3-4 people
		CI'I a	<u> </u>	•	Teacher evaluates
		5			students by observing the
		_ <	٥	> [	extent to which they work
				R	effectively in small groups
				10%	to ensure their
		887 (17)			understanding of the
			THE STATE		recount text.
1					The teacher asks students
			(()))		to work in predetermined
					pairs to compose recount
					text.
		UND	TVS	E	Teachers provide
					students with a variety of
					options based on their
					needs and interests to
					demonstrate their
					understanding of recount
					texts.
	1			l	

Product	Post-	•	The teacher asks students
	Activity		to choose between
			creating a recount text
			about a family vacation to
			the beach, where they
			narrate their experiences
			from preparation for
			departure, arrival at the
			destination, activities
	NDID.		undertaken, to their
ASPE	ותותע	R	feelings upon returning.
el l'in		•	The teacher asks students
50			to upload videos of their
_ <			work to the YouTube
		8	platform and share the
		Y X	video link in the
~ (W)			WhatsApp gr <mark>o</mark> up
			specified by the teacher.
			Students need to upload
			their videos or clips to
	$\nearrow \nwarrow$		YouTube or a blog and
			share the links in the
UND	TVG	I	WhatsApp group.
	IVA		

**MEETING 2: X.10** 

		Aspect of technology	YYY	
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
		instruction	TVC	HA
1.	Wednesday,	Content	Pre-	• The students greet the
	September		Activity	teacher as he enters the
	27 <sup>th</sup> , 2023			classroom.
				• The teacher leads the
				students in a prayer before
				starting the lesson.

				The teacher asks the
				students to sit down.
			•	The teacher checks
				attendance and readiness.
			•	The teacher reviews the
				previous material on
				procedure text.
			•	The teacher uses a
				PowerPoint and images to
		NDID.		present the content to the
	ASPE	וחזתע	K	students.
	Process	Main-	•	The teacher divides
B	5	Activity		students into small
	_ <		> [	groups, each consisting of
			化	3-4 people
				Teacher evaluates
	\$7 (1)		X	students by observing the
		र्गाए		extent to which they work
			灵	effectively in small groups
		( ( ( ( ( ( ( ( ( ( ( ( ( ( ( ( ( ( ( (		to ensure their
		$\rightarrow \leftarrow$		understanding of the
				recount text,
	UND	TVS	E	The teacher asks students
				to work in predetermined
				pairs to compose recount
				text.
			•	Teachers provide students
				with a variety of options
				based on their needs and
				interests to demonstrate

			their understanding of
			recount texts.
	Product	Post-	• The teacher provided
		Activity	students with the option to
			create a slide presentation
			that chronologically
			explained their
			experiences, covering all
			essential aspects of
	O.T.	NDID:	reco <mark>un</mark> t texts, such as
	TASPE	זחזחז	orientation, sequence of
	ellin.		events, and reorientation.
S	5		• This presentation will be
		u b	delivered in front of the
		1 AL	class as an alternative to
			making a video done in
			the previous assignment.



**MEETING 3: X.1** 

		Aspect of technology		
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
		instruction		
1.	Wednesday,	Content	Pre-	• The students greet the
	October 4 <sup>th</sup> ,		Activity	teacher as he enters the
	2023			classroom.

				- The tending 1 - 1 - 1
				• The teacher leads the
				students in a prayer before
				starting the lesson.
				• The teacher asks the
				students to sit down.
				• The teacher checks
				attendance and readiness.
				The teacher introduces the
				topic on procedure text,
		D.F.	NDID	focusing on how to
		TAS YE	וחזחו	operate something.
			<u> </u>	• The teacher presents the
		5		material on procedure text
		_ <	٥	using a PowerPoint. This
				material was also shared
			704	via WhatsApp a day
				earlier, so the teacher asks
			जाहि	the students to review it
				for three minutes.
		Process	Main-	• The teacher asks
			Activity	students to work
				together in groups in
		UND	IKS	pairs (group in pairs).
				• The teacher asks
				students to go through
				the draft writing stage,
				and the teacher asks
				students to exchange
				the drafts they have
1				

			worked on with their
			classmates.
			• Before starting the
			correction process, the
			teacher provides
			instructions on how to
			assess other people's
			designs correctly. In
			this process, students
		MDID.	will correct each other's
	ASPL	וחזתע	drafts.
	eliju.	<u> </u>	• After the correction
A	5		process is complete, the
	_ <		teacher asks students to
			revise their draft based on
	J. J.	104	the input received so as to
	\$7_J\%	1/2	produce a more comp <mark>le</mark> te
		AILLS	and accurate procedural
			text.
	Product	Post-	• The teacher noticed that
		Activity	most students chose the
			same video format,
	ND	TES	resulting in limited
			variation in product
			delivery.
			• The teacher instructs
			students to submit their
			assignment in the
	1	1	
	Product	Activity	and accurate procedul text.  The teacher noticed the most students chose to same video form resulting in limit variation in production of the teacher instruction in students to submit the students to submit the students.



		Aspect of		
		technology		
No	Date of	based	Learning	Description
	Observation		Activities	

		differentiated		
		instruction		
1.	Wednesday,	Content	Pre-	• The students greet the
	October 4 <sup>th</sup> ,		Activity	teacher as he enters the
	2023		-	classroom.
				• The teacher leads the
				students in a prayer before
				starting the lesson.
				• The teacher asks the
			NDID.	students to sit down.
		SPE	ותותע	• The teacher checks
		TI'A	<u> </u>	attendance and readiness.
		500		• The teacher introduces the
		_ <		ttopic remained the same
				as in the previous
2,002		\$3/m		observation, Recount
		\$7 JW		Texts.
			<b>TITLE</b>	• The teacher presents the
				material on recount text
			(JJJ)	using a PowerPoint. This
				material was also shared
		<i>&gt;</i>		via WhatsApp a day
		UND	IKS	earlier, so the teacher asks
				the students to review it
				for three minutes.
		Process	Main-	• The teacher asks students
			Activity	to work together in groups
				in pairs (group in pairs).
				• The teacher asks students
				to go through the draft
<u> </u>				

			writing stage, and the
			teacher asks students to
			exchange the drafts they
			have worked on with their
			classmates.
			• Before starting the
			correction process, the
			teacher provides
			instructions on how to
	- 51	VDID.	assess other people's
	ASPE	וחוחע	designs correctly. In this
	C. Lan	<u> </u>	process, students will
	5		correct each other's drafts.
	_ <		• After the correction
			process is complete, the
7			teacher asks students to
	87 (1)		revise their draft based on
		TITLE	the input received so as to
			more complete and
		(1))	accurate recount text.
	Product	Post-	• the teacher noticed that
	17	Activity	most students chose the
	UND	IKS	same video format,
			resulting in limited
			variation in product
			delivery.
			• The teacher instructs
			students to submit their
			assignment in the
			WhatsApp group.



**MEETING 3 : X.10** 

		Aspect of		
		technology		
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
		instruction	<b>A</b>	
1.	Wednesday,	Content	Pre-	• The students greet the
	October 4 <sup>th</sup> ,		Activity	teacher as he enters the
	2023			classroom.
		OPE	NDIDA	• The teacher leads the
		TADI	_	students in a prayer before
	5	81		starting the lesson.
	2	Y		• The teacher asks the
		S. T.	30)/	students to sit down.
			9 05	• The teacher checks
				attendance and readiness.
				• The teacher introduces the
				ttopic remained the same
	7/		(YYY)	as in the previous
			$\mathcal{M}$	observation, Recount
		4		Texts.
		UNI	· ·	• The teacher presents the
		44 D	IKS	material on procedure text
				using a PowerPoint. This
				material was also shared
				via WhatsApp a day
				earlier, so the teacher asks
				the students to review it
				for three minutes.

	Process	Main-	•	The teacher asks students
		Activity		to work together in
				groups in pairs (group in
				pairs).
			•	The teacher noted that the
				challenges students faced
				in understanding the
				structure of Recount
				Texts particularly in
	n F	NDID		identifying orientation,
	MASTE	וחוחו	KA	sequence of events, and
	8111			reorientation were similar
A	5			to the challenges
		300		encountered in earlier
		S SH	功	sessions.
	Product	Post-	1.5	The teacher asks
		Activity	a) /	students also tended to
			<u> </u>	follow the previously
77		VYY	1	established patterns of
			1	producing written texts or
	4			short videos, leading to
	Dr.			little diversity in their
	UND	IKS		outputs.
			•	The teacher asks students
				to submit assignments via
				YouTube for videos and
				Blogs for clippings.
			•	The teacher instructs
				students to submit their

		assignment	in	the
		WhatsApp gr	oup.	

### MEETING 1: X.2

		Aspect of technology	יעותא	
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	C
	<u>F</u>	instruction		
1.	Friday,	Content	Pre-	• Students greet the teacher
	November		Activity	as they enter the room.
	20 <sup>th</sup> , 2024	W Nor		• The teacher asks students
				to take their seats and
				checks attendance.
	77		VYY	• The teacher introduces the
				lesson by explaining what
				a procedure text is.
		U.		• The teacher gives a brief
		AD	IKS	explanation of procedure
				text and shares a sample
				text via PowerPoint.
				• Students read a simple
				procedure text shared on
				the class's WhatsApp
				group.
		1	1	I.

	Process	Main-	•	The teacher divides the
		Activity		class into small groups of
				3-4 students.
			•	Each group is asked to
				identify the structure and
				steps in the procedure
				text.
			•	The teacher facilitates a
				Q&A session, where
		NDID.		students can ask questions
	SAF	וחותא	K	and clarify doubts.
	ell v	4	•	Students present their
	5			findings to the class,
	_ <		> -	discussing the structure
			8	and language used in the
			( A	procedure text.
	Product	Post-		Students create their own
		Activity		procedure text (e.g., how
				to make a cup of tea)
		( )))		using the structure
				discussed.
			•	They share their texts with
	ND	TKS	I	the teacher for feedback.

# **MEETING 1 : X.3**

		Aspect of	<u></u>	G.
		technology		T.
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
		instruction		
1.	Friday,	Content	Pre-	• Students greet the teacher
	November		Activity	as they enter the room.
	20 <sup>th</sup> , 2024			• The teacher asks students
			( )))	to take their seats and
				checks attendance.
				• The teacher introduces the
		ND	IVE	lesson by explaining what
			TIPE	a procedu <mark>re</mark> text is.
				A sample procedure text
				is provided via a YouTube
				video, explaining how to
				bake a cake.
				• The teacher asks the
				students to take notes and

			discuss what they learned
			from the video.
	Process	Main-	Students are grouped into
		Activity	pairs to brainstorm their
			own procedure text (e.g.,
			how to make a sandwich).
			• After discussing, they
			write down the steps and
			share them with the class.
	200	NDID	• The teacher guides the
	TASPE	וחוחו	students to check for
	CIII.	<u> </u>	clarity in the steps and
	5		structure.
	Product	Post-	Students record a video of
		Activity	themselves explaining
			their procedure text and
	\$7 JW		submit it to the teacher.
		Ame	• They share their video
			with the teacher for
		$\mathcal{M}$	feedback.



# MEETING 1: X.4

		Aspect of		
		technology	35	
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
		instruction		9)
1.	Friday,	Content	Pre-	• Students greet the teacher
	November		Activity	as they enter the room.
	20 <sup>th</sup> , 2024			• The teacher asks students
		4		to take their seats and
		Un		checks attendance.
		AD	IKS	• The teacher introduces the
				lesson by explaining what
				a procedure text is.
				• Students are given a
				choice between watching
				a YouTube video or
				reading a PDF on how to
				make a paper airplane.

	Process	Main- Activity	•	The teacher asks the students to take notes and discuss what they learned from the video.  After reviewing the material, the teacher
				organizes students into heterogeneous groups.
UNIVER	STASPE	NDIDI	KA SEE	Each group is tasked with creating a PowerPoint presentation outlining the steps to make a paper airplane.  The teacher guides them through the key points of writing clear and concise procedural steps.
	Product	Post-		Groups present their
	OND OND	Activity   IKS		PowerPoint presentations to the class. Each student explains a part of the procedure in their own words.  They share their PowerPoint with the teacher for feedback.

# **MEETING 1: X.6**

		Aspect of		
	5	technology	800	
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
		instruction	<b>THE</b>	
1.	Friday,	Content	Pre-	• Students greet the teacher
	November		Activity	as they enter the room.
	20 <sup>th</sup> , 2024			• The teacher asks students
				to take their seats and
		0		checks attendance.
		AD.	IKS	• The teacher introduces the
				lesson by explaining what
				a procedure text is.
				The teacher introduces the
				concept of a procedure
				text and asks students to
				review a sample

			procedure shared in the WhatsApp group.
	O DE	NDIDA	
UNIVE	Process	Main-Activity	<ul> <li>Students are grouped with a partner to teach each other how to write a procedure text.</li> <li>Each pair is assigned a different task (e.g., how to fold a shirt, how to plant a seed).</li> <li>The teacher monitors and assists groups during their discussion.</li> </ul>
	Product	Post-Activity	<ul> <li>Each group creates a written procedure text and submits it for review. They also give a minipresentation on their task to the class.</li> <li>They share their text with the teacher for feedback.</li> </ul>

# OBSERVATION SHEET MEETING 1: X.7

		Aspect of technology	IKS	H
No	Date of	based	Learning	Description
	Observation	differentiated instruction	Activities	

1.	Friday,	Content	Pre-	•	Students greet the teacher
	November		Activity		as they enter the room.
	20 <sup>th</sup> , 2024			•	The teacher asks students
					to take their seats and
					checks attendance.
				•	The teacher introduces the
					lesson by explaining what
					a procedure text is.
				•	The teacher introduces the
		TO T	NDID	7	procedure text through an
		TASTE	וחוחו	1	interactive game where
		811.			students have to order
		7			steps of a procedure (e.g.,
		~ N	300		how to brush your teeth).
		Process	Main-	9	The teacher divi <mark>d</mark> es
		an Visit	Activity	\'	students into two teams.
				a)	Each team is given
			The same	×	scrambled steps of a
	77		VYV		procedure.
				•	Teams must work together
					to put the steps in the
		Tr.			correct order and present
		UND	IKS		their answers to the class.
				•	The teacher discusses any
					mistakes or
					misunderstandings during
					the process.
		Product	Post-	•	After the game, students
			Activity		are asked to write their

	own procedure text and
	submit it as homework.



		Aspect of		
		technology		
No	Date of	based	Learning	Description
	Observation		Activities	

		differentiated			
		instruction			
1.	Friday,	Content	Pre-	•	Students greet the teacher
	November		Activity		as they enter the room.
	20 <sup>th</sup> , 2024			•	The teacher asks students
					to take their seats and
					checks attendance.
				•	The teacher introduces the
					lesson by explaining what
		200	NDID		a procedure text is.
		TASPE	וחותו	K.	Students are given a list of
		dili.			materials and steps for a
		5			simple recipe (e.g., how to
				>	make lemonade).
		Process	Main-	5	The teacher explains how
	7		Activity	XX	to identify materials and
				X	steps, focusing on using
			Anna Anna		clear language and
Ì				$\nearrow$	sequence.
			、ソナノ	•	Students work
					individually to create a
				<u> </u>	visual flowchart or mind
		UND	IKS	H	map of their procedure
					text.
		Product	Post-	•	Students present their
			Activity		flowcharts or mind maps
					to the class, explaining the
					procedure they wrote.
				•	They share their
					flowcharts or mind maps
L		I	I	·	

	7	with	the	teacher	for
	1	feedba	ack.		



**MEETING 1 : X.9** 

ption
ption
eet the teacher
er the room.
r asks students
eir seats and
ndance.
introduces the
xplaining what
e text is.
er provides a
rocedure text
o tie shoelaces)
students to
e divi <mark>ded</mark> into
oups of 5-6
is assigned a
rocedure (e.g.,
nake a paper
y will work
o write the
ext.
ner circulates
e groups to

				provide support and
				feedback.
	Product	Post-	•	Groups present their
		Activity		procedure texts to the
				class, followed by a
				discussion on the clarity
				and completeness of each
				procedure.
			•	The teacher gives
	D.F.	NDID:		feedback.



		Aspect of		
		technology		
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
		instruction		
1.	Wednesday,	Content	Pre-	• Students greet the teacher
	November	" PRIL	Activity	as they enter the room.
	25 <sup>th</sup> , 2024	elir.	<u>_</u>	• The teacher asks students
		5		to take their seats and
				checks attendance.
				• The teacher introduces the
				lesson by explaining what
				a procedure text is.
			YIII	The teacher introduces
				procedure texts using a
				PowerPoint with images
				and a YouTube video on a
		77-		practical task (e.g., how to
		ND	IKS	tie shoes).
		Process	Main-	• Students watch the video
			Activity	and work in pairs to
				discuss the procedure
				steps.
				• The teacher explains how
				to correct mind maps and

				demonstrates with the
				help of the projector.
			•	After watching the video,
				students exchange mind
				maps with their partners to
				correct them and refine
				the steps.
			•	Collaboration is
				encouraged as students
	- II	NDID		clarify each other's
	TASPL	וחוחו	K	understanding.
	Product	Post-	•	Students draft a procedure
, si	5	Activity		text on a task of their
	_ < <			choice (e.g., how to make
			號	an origami bird) and
		194	$\mathcal{A}_{\mathcal{Y}}$	create a video tuto <mark>r</mark> ial
	\$7_JW			based on their text.
		Ams		They share their videos on
				YouTube or a blog,
		( )))		linking them in the class's
				WhatsApp group.
			•	The teacher gives
	VND	6	T	feedback.

	Aspect of		
	technology	NDID	
Date of	based	Learning	Description
Observation	differentiated	Activities	C
	instruction		7/2
Wednesday,	Content	Pre-	• Students greet the teacher
November		Activity	as they enter the room.
25 <sup>th</sup> , 2024	dh Ve		• The teacher asks students
			to take their seats and
		Mila	checks attendance.
77		VYV	• The teacher introduces the
			lesson by explaining what
			a procedure text is.
	77		• The teacher introduces
	ND	IKS	procedure texts using
			PowerPoint slides with
			visuals and explanations.
	Process	Main-	Students are divided into
		Activity	small groups of 3-4. Each
			group is given a different
			task to write a procedure
	Observation Wednesday, November	Date of Observation Usednesday, November 25th, 2024	Date of Observation Date o

			text (e.g., how to make a
			cup of tea).
			• The teacher demonstrates
			how to create and correct
			mind maps using the
			projector.
			Groups work together to
			create and revise their
			mind maps, ensuring
	-17	NDID:	clarity in the procedure
	MASTE	לחזחל	steps.
	Product	Post-	• Each group drafts a
	5	Activity	procedure text and turns it
	_ <	U. D.	into a short video,
		5 AL	demonstrating their
100	Jan Jag		process.
	\$7_J\#1		• They upload the videos to
		TITLE	a class blog or You <mark>Tu</mark> be
			and share the links in the
		(17)	WhatsApp group.



		Aspect of	למומע	R
		technology		ANO
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
	W	instruction	30/	
1.	Wednesday,	Content	Pre-	• Students greet the teacher
	November		Activity	as they enter the room.
	25 <sup>th</sup> , 2024		新謂	• The teacher asks students
				to take their seats and
			(YY)	checks attendance.
			><<	• The teacher introduces the
				lesson by explaining what
		UND	6	a procedure text is.
		(V)	IKS	• The teacher introduces
				procedure texts using
				PowerPoint and a live
				demonstration (e.g.,
				making a simple recipe).
		Process	Main-	The teacher demonstrates
			Activity	how to create mind maps
				using the PowerPoint.

			•	Students then work with a
				partner to create and
				correct their mind maps
				based on the teacher's
				demonstration.
			•	Collaboration is
				emphasized as students
				discuss the steps involved
				in their procedure tasks.
	Product	Post-	•	Students write a
	TRANK	Activity	KA	procedure text and create
	el. I in	<u>_</u>		a video demonstrating
, si	5			their chosen task (e.g.,
			> [	how to prepare a
		1 AL	R	sandwich).
				They upload their videos
				to YouTube or a class
		<b>Alle</b>		blog and share the links in
			了	the WhatsApp group.



		Aspect of	ומועמ	R.
		technology		ANO
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
		instruction		
1.	Wednesday,	Content	Pre-	• Students greet the teacher
	November		Activity	as they enter the room.
	25 <sup>th</sup> , 2024		<b>新</b>	• The teacher asks students
				to take their seats and
			(YY)	checks attendance.
			$\mathcal{M}_{\mathcal{A}}$	• The teacher introduces the
				lesson by explaining what
		UNI		a procedure text is using
		AND.	IKS	PowerPoint.
				• Students are assigned a
				YouTube video or PDF on
				creating a procedure text
				for homework.
		Process	Main-	• In class, students pair up
			Activity	and discuss the procedure
				text material they studied.

			•	The teacher demonstrates
				how to use mind maps
				effectively to outline steps
				for a procedure.
			•	Students exchange their
				mind maps and help each
				other improve their drafts.
	Product	Post-	•	After refining their mind
		Activity		maps, students draft a
	200	NDID		procedure text and create
	TASPE	וחזחו	KA	a video tutorial based on
	CIII.			their chosen topic (e.g.,
	5			how to plan a trip).
	_ <		•	Students upload their
			B	videos to YouTube or a
	Jh. \\			class blog and share the
	\$7 J.M		Y	links in the WhatsApp
		<b>TIME</b>	4	group.



		Aspect of	UDIDI	R
		technology		AN
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
	W	instruction	30/	SH
1.	Wednesday,	Content	Pre-	• Students greet the teacher
	November		Activity	as they enter the room.
	25 <sup>th</sup> , 2024		// 标楷	• The teacher asks students
				to take their seats and
			(YY)	checks attendance.
			$\mathcal{M}$	• The teacher introduces
				procedure texts using
		UND	6	PowerPoint and images
		-VD	IKS	from creative tasks (e.g.,
				crafting or cooking).
		Process	Main-	The teacher explains how
			Activity	to structure a procedure
				text using mind maps,
				then demonstrates the
				process on the projector.

			• Students work in pairs to
			create and correct mind
			maps.
			• The teacher asks the
			students to discuss each
			other's mind maps in
			detail, focusing on clarity
			and accuracy.
	Product	Post-	• Students write a
		Activity	proc <mark>ed</mark> ure text about a
	TASPE	וחזחו	creative task (e.g., how to
	ellia.		paint a picture).
	5		They create a video or clip
	_ <		demonstrating their
			procedure and upload it to
			YouTube or a class blog.
	857 (1) A		Links are shared in the
		1/ 000	Links are shared in the



	5	Aspect of technology	A	CA
No	Date of	based	Learning	Description
	Observation	differentiated instruction	Activities	
1.	Wednesday,	Content	Pre-	• Students greet the teacher
	November		Activity	as they enter the room.
	25 <sup>th</sup> , 2024		IKS	<ul> <li>The teacher asks students to take their seats and checks attendance.</li> <li>The teacher uses a PowerPoint presentation and images to explain procedure texts, focusing on practical tasks.</li> </ul>
		Process	Main-	The teacher demonstrates
			Activity	how to create mind maps
				for a procedure text using

			the PowerPoint and
			projector.
		•	Students work
			individually to create their
			own mind maps,
			exchanging them with a
			partner for feedback.
		•	They refine their mind
			maps by discussing the
	MDID		details with their partner.
Product	Post-	KA	After making corrections,
dir.	Activity		students write their
5			procedure text and create
_ <	a de la constante de la consta	7	a video to demonstrate
		%	their process.
		1	Videos are uploaded to
	7/3		YouTube or a class blog,
	Aute		and the links are shared in
		7	the WhatsApp group.



		Aspect of		
		technology	800	
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
		instruction		
1.	Wednesday,	Content	Pre-	• The students greet the
	November		Activity	teacher as he enters the
	25 <sup>th</sup> , 2024			classroom.
		4		• The teacher leads the
		U xx		students in a prayer before
		TA D	IKS	starting the lesson.
				• The teacher asks the
				students to sit down.
				• The teacher checks
				attendance and readiness.
				• The teacher reviews the
				previous material on
				procedure text.

			The teacher uses a PowerPoint and images to present the content to the students.
	Process	Main-	• The teacher divides
	OPE	Activity	students into small
	TADIL	,	groups, each consisting of
5	81.		3-4 members.
			• The teacher observes how
	[ R.	30/	effectively students
			collaborate in their groups
			to assess their
		/ 補機	understanding of
			procedure texts.
7	CXXXX	(YY)	• Students work in
		><<	predetermined pairs to
			compose a procedure text.
	UND		• Teacher offers various
		IKP	options tailored to
			students' needs and
			interests, allowing them to
			demonstrate their
			understanding of
			procedure texts in
			different ways.

	Product	Post-	• The teacher asks students
		Activity	to choose between
			creating a procedure text
			about how to prepare for a
			beach vacation, including
			steps such as packing,
			transportation, and
			necessary preparations.
		<i></i>	<ul> <li>Students compose a</li> </ul>
	D.F.	NDID	detailed procedure text,
	MASYL	וחוחו	outlining each step clearly
	el. I.		to guide re <mark>ade</mark> rs in
A	5		preparing for a beach
	5	2007	vacation.
		S SIL	• create a vi <mark>de</mark> o
	dh Ve		demonstrating the steps in
	*(3")	7/	their procedure text,
		Auta	ensuring clarity and
77		VYV	engagement.
			• Students upload their
	1		videos to the YouTube
	17.		platform or a blog and
	UND	IKS	share the video link in the
			WhatsApp group
			specified by the teacher.

\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		Aspect of		
		technology	(	
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
		instruction	TVC	HA
1.	Friday,	Content	Pre-	• The students greet the
	December		Activity	teacher as he enters the
	04 <sup>th</sup> , 2024			classroom.
				• The teacher leads the
				students in a prayer before
				starting the lesson.

			•	The teacher asks the
				students to sit down.
			•	The teacher checks
				attendance and readiness.
			•	The teacher reviews the
				previous material on
				procedure text.
			•	The teacher introduces the
				topic of procedure texts,
	~ TI	NDID -		focusing on how to
	SPE	ותותו	KA	operate or use something
	dillo.	<u> </u>		(e.g., how to use a mobile
S	5			phone).
			> • [	The teacher presents the
			%	material using
			1/1	PowerPoint and also
			a Y	shares it via WhatsApp
		Auta	4	for students to review.
	Process	Main-	·	The teacher asks students
		Activity	1	to work in pairs,
	1			discussing what they
	17.			understand from the
	UND	IKS	THE STATE OF THE S	procedure text example
				provided.
			•	Students create a draft of a
				procedure text on how to
				perform a simple task
				(e.g., how to open an
				email).

			•	The teacher explains how
				to give constructive
				feedback on drafts.
			•	Students exchange drafts
				and offer corrections,
				aiming to improve clarity
				and accuracy.
	Product	Post-	•	The teacher asks students
		Activity		to revise their drafts based
	-10	NDID:		on the feedback and
	SPE	וחוחו	K	submit them in the
	eliju.	<u> </u>		WhatsApp group for final
3	5			review.

		Aspect of		
		technology		
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
		instruction		

1.	Friday,	Content	Pre-	•	The students greet the
	December		Activity		teacher as he enters the
	04 <sup>th</sup> , 2024				classroom.
				•	The teacher leads the
					students in a prayer before
					starting the lesson.
				•	The teacher asks the
					students to sit down.
					The teacher checks
					attendance and readiness.
		, c PE	NDIDI	R	The teacher reviews the
		TAD		4	
	5	S. C.			previous material on
		<i>"</i>			procedure text.
		S A	30/	d	The teacher introduces the
	7			TY.	procedure text, with a
					focus on real-life tasks
				<b>a</b> )	(e.g., operating a coffee
					machine).
	77		VYY	·Y	The teacher presents the
				1	material using
					PowerPoint, with links to
		17.			video resources shared via
		UND	TKS	H.	WhatsApp for students to
					review.
		Process	Main-	•	Students are divided into
			Activity		small groups. Each group
					works together on a draft
					of a procedure text.
				•	The teacher explains how
					to exchange and assess
			1	<u> </u>	

			drafts, emphasizing peer
			feedback.
			• Students then exchange
			drafts with other groups
			and work on revising
			based on peer input.
	Product	Post-	• After revisions, the
		Activity	teacher asks students to
			present their procedure
		MDID.	texts to the class and share
	SPE	INTINI	them via WhatsApp for
	ella.	A	collective feedback.

		Aspect of		
		technology		
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
		instruction		

1.	Friday,	Content	Pre-	• The students greet the
	December		Activity	teacher as he enters the
	04 <sup>th</sup> , 2024			classroom.
				• The teacher leads the
				students in a prayer before
				starting the lesson.
				• The teacher asks the
				students to sit down.
				• The teacher checks
			MDID	attendance and readiness.
		MASYL	וחותא	• The teacher reviews the
		CIII.	<u>ه</u>	previous material on
		5		procedure text.
		_ <		• The teacher introduces the
				procedure text, focusing
Sink			104	on tasks involving
				technology (e.g., how to
			Aus	download an app).
				• PowerPoint slides and
			( ) ) )	video tutorials are used to
				introduce the material.
		Process	Main-	• Students work in pairs to
		ND	Activity	draft a procedure text,
				following the guidelines
				shared by the teacher.
				• After completing their
				drafts, students exchange
				their work with peers for
				revision.
	l		l .	

			• The teacher provides a
			brief tutorial on how to
			give useful, detailed
			feedback to peers.
	Product	Post-	• After revising their drafts,
		Activity	students create a video
			demonstrating the
			procedure described in
			their text.
	-10	MDID	• The videos are shared in
	TRSPE	וחוחצו	the WhatsApp group for
	SIII DE		peer evaluation.

	Aspect of	
	technology	
No	based	Description

	Date of	differentiated	Learning	
	Observation	instruction	Activities	
1.	Friday,	Content	Pre-	• The students greet the
	December		Activity	teacher as he enters the
	04 <sup>th</sup> , 2024			classroom.
				• The teacher leads the
				students in a prayer before
				starting the lesson.
				• The teacher asks the
		- 17	NDID:	students to sit down.
		ARSPE	וחותע	• The teacher checks
		CIII DE	<u> </u>	attendance and readiness.
		5		• The teacher reviews the
1		_ <		previous material on
				procedure text.
			19	• The teacher introduces the
				procedure text, focusing
			<b>Allie</b>	on tasks involving
				technology (e.g., how to
		1111		download an app).
				• PowerPoint slides and
		<i>&gt;</i>		video tutorials are used to
		ND	IKS	introduce the material.
		Process	Main-	• Students work in pairs to
			Activity	draft a procedure text,
				following the guidelines
				shared by the teacher.
				• After completing their
		_		drafts, students exchange

			their work with peers for revision.  • The teacher provides a brief tutorial on how to give useful, detailed feedback to peers.
	Product	Post- Activity	<ul> <li>After revising their drafts students create a video</li> </ul>
	STASPE	NDIDI	demonstrating the procedure described in their text.  The videos are shared in the WhatsApp group for peer evaluation.



		Aspect of		
		technology		
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
		instruction		
1.	Friday,	Content	Pre-	• The students greet the
	December		Activity	teacher as he enters the
	04 <sup>th</sup> , 2024			classroom.
				• The teacher leads the
			MDID.	students in a prayer before
		SPE	וחוחו	starting the lesson.
		CIII a	۵	• The teacher asks the
		5		students to sit down.
		_ <	u D	• The teacher checks
				attendance and readiness.
	2		104	• The teacher reviews the
		87 (1)		previous material on
			प्राप्त	procedure text.
				• The teacher introduces the
			( )))	procedure text, with a
				focus on how to perform a
				daily task (e.g., how to set
		UND	IVS	an alarm clock).
				• The teacher presents the
				material through
				PowerPoint, also
				available via WhatsApp
				for review.

	Process	Main-	• Students work in pairs to
		Activity	write a draft procedure
			text.
			• Before exchanging drafts,
			the teacher instructs
			students on how to
			effectively assess and
			provide feedback.
			• After exchanging drafts,
	200	NDID:	students collaborate with
	TRAIL	וחוחו	their partners to refine
	SI'I a	<u>_</u>	their text.
A.	Product	Post-	• Students revise their
		Activity	procedure texts based on
			peer feedback and submit
			the final drafts to the
	<b>(1)</b>		WhatsApp group.

**MEETING 3 : X.8** 

		Aspect of		
		technology		
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
		instruction		
1.	Friday,	Content	Pre-	• The students greet the
	December		Activity	teacher as he enters the
	04 <sup>th</sup> , 2024	I Q PE	NDIDA	classroom.
		TAD		• The teacher leads the
	5	3,		students in a prayer before
				starting the lesson.
		) ( B.	32)/	• The teacher asks the
		<b>74</b>	9 05	students to sit down.
				• The teacher checks
		(-2)	/ mile	attendance and readiness.
				• The teacher reviews the
	7/		(YY)	previous material on
			$\mathcal{M}$	procedure text.
				The teacher introduces the
		UNI		procedure text, focusing
			IKS	on how to complete a task
				using tools (e.g., how to
				use a microwave).
				• The teacher uses
				PowerPoint slides, with
				supplementary material
				supplementary material

				shared on WhatsApp for
				review.
	Process	Main-	•	Students work in pairs,
		Activity		drafting a procedure text
				for a given task.
			•	After drafting, students
				exchange their work for
				peer review.
			•	The teacher guides
	- 17	NDID:		students on how to
	CASPE	NDIDI	KA	provide constructive
	CIII A	۵		criticism and refine their
	5			drafts.
	Product	Post-	• [	The teacher asks students
		Activity	%	to revise their drafts based
	all Me			on feedback.
	*(3/4)	7/34		The teacher asks students
		ZILIE		to submit them project in
			N	the WhatsApp group.



		Aspect of	<u> </u>	
		technology		
No	Date of	based	Learning	Description
	Observation	differentiated	Activities	
		instruction	NDIDA	· P
1.	F <mark>rid</mark> ay,	Content	Pre-	• The students greet the
	December	81	Activity	teacher as he enters the
	04 <sup>th</sup> , 2024	Ž		classroom.
		S 1	800/	• The teacher leads the
				students in a prayer before
				starting the lesson.
				The teacher asks the
				students to sit down.
	7/		(YYY)	• The teacher checks
				attendance and readiness.
				• The teacher reviews the
		UNI		previous material on
		T AND	IKS	procedure text.
				• The teacher introduces the
				topic of procedure text
				and shares materials via
				WhatsApp a day in
				advance.
				PowerPoint presentations
				and instructional videos

					are used to explain the material.
		Process	Main-	•	In class, students review
		11000	Activity		the procedure text draft
			1 1001 / 109		from the materials they
					studied at home.
					Students then work in
					pairs, exchanging drafts
					and providing feedback
					based on a guided rubric
		APE	NDIDI	R	provided by the teacher.
		TAU		41	The teacher walks around
	5	3			to assist and ensure
					quality feedback.
		Product	Post-	90	The teacher asks students
		dh II	Activity		to revise their drafts based
		*()			on feedback.
			<b>Alle</b>		After revising their drafts,
`					the teacher asks students
			(1)//		to students submit the
					final versions in the
					WhatsApp group,
		UND	TKS	A	including a brief
					reflection on the revision
					process.



## Appendix 06. Results of Questionnaire

# RESULT OF THE QUESTIONNAIRE TEACHERS' STRESS TO IMPLEMENT TECHNOLGY BASED DIFFERENTIATED INSTRUCTION

		Number of Items																												
T	Technology Competence								Support and Training					Role Prepa <mark>re</mark> dness									Total							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	-23	24	25	26	27	28	29	
<b>T1</b>	1	3	3	2	3	5	2	3	5	2	4	3	4	4	5	3	3	5	4	3	2	3	2	5	4	2	3	3	5	94
T2	2	3	3	4	2	3	4	3	3	3	5	2	3	2	5	2	4	5	5	4	2	3	3	3	3	2	3	5	3	94
<b>T3</b>	3	3	2	2	2	5	3	4	4	3	3	4	4	4	5	4	4	4	4	5	2	5	2	4	4	3	3	5	4	104

**Notes:** T = Teachers



#### **AUTHOR'S BIOGRAPHY**



Putu Gede Arimbawa is the name of the author of this thesis. He was born on September 28, 2001, in Singaraja, Bali Province. The author is the fifth of five children from the couple of Gede Supala Netra and Kadek Serti. The author is of Indonesian nationality and is a Hindu. The author addresses Jalan Gunung Batur Gang IV-17C, Singaraja City, Buleleng District, Buleleng Regency, Bali Province. The

author entered education at SD Negeri 1 Paket Agung in 2008 and graduated in 2014. The author continued his education at SMP Negeri 3 Singaraja the same year and graduated in 2017. After graduating from SMP, the author continued his studies at SMA Negeri 1 Sukasada, majoring in linguistics and culture, and graduated in 2020. In the same year, the author was enrolled as a student at the Ganesha University of Education, Faculty of Language and Art in the English Language Education Department and finished his studies at the mid of 2025. With perseverance and high motivation to continue learning and trying. Hopefully, the writing of this final thesis will contribute positively to the world of education. Finally, in the last semester of 2025, the author has completed the final project and expresses his most profound gratitude for completing the thesis entitled "The Implementation of Differentiated Instruction Integrated with Technology in English Class at SMA Negeri 4 Singaraja". Furthermore, starting in 2020 and continuing until the writing of this thesis, the author is still registered as a student S1 of the English Language Education Program at Ganesha University of Education.