

ABSTRACT

Winarti, Ketut Serli (2026), Teachers' Differentiated Instructional Strategies To Accommodate Gifted And Non Gifted Students' Characteristics In Learning English At Dyatmika Elementary School

Keywords: Differentiated instruction, gifted students, non-gifted students, English learning

Differentiated instruction has become an essential approach in inclusive classrooms to address the diverse characteristics of gifted and non-gifted students. This study aims to explore teachers' perceptions, the implementation of differentiated instructional strategies, and the challenges faced in accommodating gifted and non-gifted students in learning English at Dyatmika Elementary School. The study employed a mixed-methods case study design, integrating both qualitative and quantitative approaches. The subjects of this study were two Grade 2 English teachers and students in an inclusive classroom setting. Data were collected through classroom observations and in-depth interviews, supported by observation checklists and interview guides. The data were analyzed using qualitative data and descriptive analysis for quantitative data. The findings reveal that teachers have a positive perception of differentiated instruction and recognize the importance of addressing students' diverse readiness levels, interests, and learning profiles. In practice, teachers implement various differentiated instructional strategies, including differentiation of content, process, and learning activities, as well as flexible grouping and scaffolded support. These strategies are adapted to meet the needs of both gifted students, who demonstrate faster learning and require additional challenges, and non-gifted students, who need more structured guidance and repetition. However, teachers face several challenges in implementing differentiated instruction, such as limited time, diverse student needs, classroom management issues, and limited resources. This study concludes that differentiated instruction plays a significant role in supporting inclusive English learning by accommodating student diversity. The findings provide practical insights for teachers and contribute to the development of more effective instructional practices in heterogeneous classrooms.

ABSTRAK

Winarti, Ketut Serli (2026), Strategi Pembelajaran Diferensiasi Guru untuk Mengakomodasi Karakteristik Siswa Berbakat dan Tidak Berbakat dalam Pembelajaran Bahasa Inggris di Sekolah Dasar Dyatmika

Kata Kunci: diferensiasi pembelajaran, siswa gifted, siswa non-gifted, pembelajaran bahasa Inggris

Diferensiasi pembelajaran telah menjadi pendekatan yang penting dalam kelas inklusif untuk mengakomodasi keberagaman karakteristik siswa gifted dan non-gifted. Penelitian ini bertujuan untuk mengeksplorasi persepsi guru, implementasi strategi pembelajaran berdiferensiasi, serta tantangan yang dihadapi dalam mengakomodasi siswa gifted dan non-gifted dalam pembelajaran bahasa Inggris di Dyatmika Elementary School. Penelitian ini menggunakan desain studi kasus dengan pendekatan mixed-methods yang mengintegrasikan pendekatan kualitatif dan kuantitatif. Subjek penelitian ini adalah dua guru bahasa Inggris kelas 2 dan siswa dalam kelas inklusif. Data dikumpulkan melalui observasi kelas dan wawancara mendalam, dengan menggunakan lembar observasi dan panduan wawancara sebagai instrumen penelitian. Data dianalisis menggunakan analisis kualitatif dan analisis deskriptif untuk data kuantitatif. Hasil penelitian menunjukkan bahwa guru memiliki persepsi positif terhadap diferensiasi pembelajaran dan menyadari pentingnya mengakomodasi perbedaan kesiapan, minat, dan profil belajar siswa. Dalam praktiknya, guru menerapkan berbagai strategi pembelajaran berdiferensiasi, termasuk diferensiasi konten, proses, dan aktivitas pembelajaran, serta penggunaan pengelompokan fleksibel dan pemberian scaffolding. Strategi-strategi tersebut disesuaikan untuk memenuhi kebutuhan siswa gifted yang cenderung belajar lebih cepat dan membutuhkan tantangan lebih, serta siswa non-gifted yang memerlukan bimbingan yang lebih terstruktur dan pengulangan. Namun, guru menghadapi beberapa tantangan dalam implementasinya, seperti keterbatasan waktu, keberagaman kebutuhan siswa, pengelolaan kelas, serta keterbatasan sumber daya. Penelitian ini menyimpulkan bahwa diferensiasi pembelajaran memiliki peran penting dalam mendukung pembelajaran bahasa Inggris yang inklusif dengan mengakomodasi keberagaman siswa. Temuan penelitian ini memberikan wawasan praktis bagi guru serta berkontribusi terhadap pengembangan praktik pembelajaran yang lebih efektif di kelas heterogen.