

**IMPLEMENTATION TECHNOLOGY BASED
DIFFERENTIATED MODEL IN EFL CLASSROOMS**

AT SMK 1 SUKASADA

OLEH

Ni Kadek Tariyani, NIM: 1912021131

English Language Education

ABSTRACT

This study aimed to investigate the implementation of technology-based differentiated instruction and students' beliefs toward its implementation in English as a Foreign Language (EFL) learning at SMK N 1 Sukasada. This study used a mixed-method research design. The data were collected through classroom observations and a students' beliefs questionnaire. The observation data were analyzed descriptively based on the aspects of technology-based differentiated instruction. Meanwhile, the questionnaire data were analyzed using descriptive statistics to identify students' beliefs toward the implementation of technology-based differentiated instruction. The findings showed that the English teacher implemented technology-based differentiated instruction through systematic lesson preparation, the use of various technology-based learning materials, flexible learning activities, and diverse learning products. Technology played an important role in supporting differentiated instruction by providing access to various learning resources, facilitating classroom interaction, encouraging collaboration, and allowing students to demonstrate their understanding through different types of learning products. In addition, the questionnaire results indicated that the students had positive beliefs toward the implementation of technology-based differentiated instruction. The mean score of students' beliefs was 129.95, which was categorized as High based on Azwar's (2012) classification. This result suggests that the students believed technology-based differentiated instruction helped support their learning process, increased their engagement in learning, and provided opportunities to learn based on their individual learning preferences. Based on these findings, it can be concluded that technology-based differentiated instruction was effectively implemented in English as a Foreign Language (EFL) learning at SMK N 1 Sukasada and was positively perceived by the students. The integration of technology into differentiated instruction contributed to creating a more flexible, supportive, and student-centered learning environment.

Keywords: technology-based differentiated instruction, students' beliefs, EFL learning, technology integration, differentiated instruction.

IMPLEMENTATION TECHNOLOGY BASED DIFFERENTIATED MODEL IN EFL CLASSROOMS

AT SMK 1 SUKASADA

OLEH

Ni Kadek Tariyani, NIM: 1912021131

English Language Education

ABSTRACT

Penelitian ini bertujuan untuk menyelidiki implementasi pembelajaran berdiferensiasi berbasis teknologi dan keyakinan siswa terhadap implementasinya dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL) di SMK N 1 Sukasada. Penelitian ini menggunakan desain penelitian mixed-method. Data dikumpulkan melalui observasi kelas dan kuesioner keyakinan siswa. Data hasil observasi dianalisis secara deskriptif berdasarkan aspek-aspek pembelajaran berdiferensiasi berbasis teknologi. Sementara itu, data kuesioner dianalisis menggunakan statistik deskriptif untuk mengidentifikasi keyakinan siswa terhadap implementasi pembelajaran berdiferensiasi berbasis teknologi. Hasil penelitian menunjukkan bahwa guru Bahasa Inggris telah menerapkan pembelajaran berdiferensiasi berbasis teknologi melalui persiapan yang sistematis, penggunaan berbagai materi pembelajaran berbasis teknologi, kegiatan pembelajaran yang fleksibel, serta produk pembelajaran yang beragam. Teknologi memiliki peran penting dalam mendukung implementasi pembelajaran berdiferensiasi dengan menyediakan akses terhadap berbagai sumber belajar, memfasilitasi interaksi di kelas, mendukung kolaborasi, serta memungkinkan siswa menunjukkan pemahaman mereka melalui berbagai bentuk produk pembelajaran. Selain itu, hasil kuesioner menunjukkan bahwa siswa memiliki keyakinan yang positif terhadap implementasi pembelajaran berdiferensiasi berbasis teknologi. Nilai rata-rata keyakinan siswa adalah 129,95, yang dikategorikan dalam kategori Tinggi berdasarkan kategorisasi Azwar (2012). Hasil ini menunjukkan bahwa siswa memandang pembelajaran berdiferensiasi berbasis teknologi memberikan manfaat dalam mendukung proses belajar mereka, meningkatkan keterlibatan dalam pembelajaran, serta memberikan kesempatan untuk belajar sesuai dengan preferensi belajar masing-masing. Berdasarkan hasil penelitian, dapat disimpulkan bahwa pembelajaran berdiferensiasi berbasis teknologi telah diimplementasikan secara efektif dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL) di SMK N 1 Sukasada dan memperoleh persepsi positif dari siswa. Integrasi teknologi dalam pembelajaran berdiferensiasi berkontribusi dalam menciptakan lingkungan belajar yang lebih fleksibel, mendukung, dan berpusat pada siswa.

Kata kunci: pembelajaran berdiferensiasi berbasis teknologi, keyakinan siswa, pembelajaran EFL, integrasi teknologi, pembelajaran berdiferensiasi.