THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION IN ENGLISH CLASSROOM AT JUNIOR HIGH SCHOOL LEVEL

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Abstract

This study examines the implementation of Differentiated Instruction in English classrooms at SMP Negeri 14 Pekalongan and students' perceptions of the implementation of differentiated Instruction. The researcher employed a qualitative method. This research involved a class of 8 grade, 21 students, and an English teacher at SMP Negeri 14 Pekalongan during the academic year 2022/2023. This data were obtained using observation sheets, interviews, and questionnaires. The research findings show that Differentiated Instruction's approach involves adjusting content, processes, and products to cater to diverse learning preferences, leading to better academic performance and language acquisition. Positive student perceptions of DI indicate its success most students feeling the study consistent material and align with lesson plans produce better achievement results for both low achievers and high achievers in particular learning levels. This research further examines the development, implementation, and evaluation steps, although differentiated learning is implemented in English classes.

Keywords: Differentiated Instruction, English Classroom, Implementation.

INTRODUCTION

In education, teachers play a crucial role in addressing various issues to enhance the learning process, such as the unique needs of each student. Differentiated Instruction (DI) is a popular approach that relies on educators to adapt learning materials, methods, and assessments based on students' learning readiness, interests, and styles (Tomlinson, 2001). Understanding and implementing DI is a testament to the educators' value, especially in English language instruction, where students' have varying language acquisition and proficiency (Dixon et al., 2012).

At SMPN 14 Pekalongan, the student population exhibits diverse language abilities, learning styles, and academic backgrounds, necessitating DI strategies to create an inclusive learning environment.

The introduction of the Emancipated Curriculum *(Kurikulum Merdeka)* in Indonesia marks a significant advancement in education (Rambung et al., 2023). Focusing on competency-based learning and 21st-century skills such as creativity, critical thinking, teamwork, digital literacy, and self-directed learning (Cholilah et al., 2023). It is preparing the students' in changing global landscape. In EFL classroom requires alligment with curriculum goals, teacher capacity and recourses. Add your critical judgment on it.

This curriculum aims to enhance students' critical thinking and problem-solving skills through technology (Fauzan et al., 2023) and promotes student activity and targeted learning strategies (Pranajaya et al., 2022). Despite the recognized importance of DI, research on its application in Indonesia,

particularly in English language classrooms at vocational schools like SMPN 14 Pekalongan, is limited. Challenges in implementing DI include time constraints, teacher pressure, environmental pressures, resource constraints, and the complexity of designing/adapting materials (Dirgantoro, 2023). These issues prevent teachers from effectively preparing and delivering varied learning activities suited to individual needs, especially in large, multi-level classrooms or online teaching environments.

From students' perspectives, exploring the application of DI in the English classroom at SMPN 14 Pekalongan aligns educational practices with the goals of the Emancipated Curriculum *(Kurikulum Merdeka)*. Insights from scholarly works highlight the compatibility between DI principles and the curriculum's emphasis on student-centered, competency-based, and practical learning, providing a foundation for educational enhancement and realizing the curriculum's transformative objectives. However, this alignment and realizing the curriculum's transformative objectives. Implementing DI within Emancipated Curriculum *(Kurikulum Merdeka)* requires teachers process such as pedagogical skills and assessment. Understanding students' perceptions and engagement with DI strategies is essential for optimizing their learning experiences and ensuring equal opportunities for educational success (Jancelewicz, 2022). Lack of critical review.

The implementation refers to the practical application of ideas, policies, or innovations to achieve positive impacts, such as changes in knowledge, skills, values, and attitudes (Audy et al., 2012). Successful implementation in education, exemplified by approaches like differentiated instruction (McKernan, 2007), requires structured planning and execution aligned with specific norms to accommodate diverse learning needs effectively (Gray, 2020). Furthermore, successful DI implementation depends on administrative backing, adequate resources, and collaborative school cultures that promote innovation and risk-taking in pedagogical approaches (Davis, 2009). Schools that invest in ongoing teacher training and provide structural support for differentiated practices demonstrate higher rates of successful implementation and improved student outcomes across various academic domains (Subban, 2006). As Tomlinson and Imbeau articulated (2011), DI involves adapting content, process, product, and learning environment based on students' readiness, interests, and learning profiles to support personalized learning experiences (Munirah, 2020). While this framework offers comprehensive approach to meeting diverse learners's needs.Lack of critical review.

The four key components of differentiated instruction outlined by Tomlinson and Imbeau require systematic implementation strategies to maximize their educational impact. Content differentiation involves modifying what students' learn through varied complexity levels, multiple texts, and diverse learning materials that align with individual student readiness levels (Hall, 2002). Process differentiation focuses on how students' engage with learning through flexible grouping strategies, choice in learning activities, and varied instructional methods that accommodate different learning preferences and cognitive styles (Levy, 2008). Product differentiation allows students to demonstrate their understanding through multiple formats such as presentations, written assignments, creative projects, or digital portfolios, enabling authentic assessment of learning outcomes regardless of individual expression preferences (Wormeli, 2006). Finally, learning environment differentiation encompasses physical and psychological aspects, including

flexible seating arrangements, varied noise levels, and supportive classroom climates that respond to students' emotional and social needs (Brighton et al., 2005). In practice, creating such an environment requires sustained teacher commitment and school support, which heavy workloads or rigid school policies may undermine.Lack of critical review.

This approach acknowledges students' varied learning styles and paces, promoting engagement and excellence through tailored instructional methods (Gangi, 2011). Proficiency in English, essential for global communication in business, academia, and technology (Salomone, 2022), encompasses listening, speaking, reading, and writing skills, fostering practical discourse and cultural understanding crucial for societal interactions. Digital platforms and adaptive learning systems enable teachers to provide individualized content delivery, immediate feedback, and self-paced learning opportunities that cater to students' specific language learning needs and preferences (Chapelle & Sauro, 2017). However, these tools require reliable technological infrastructure, digital literacy for teachers and students, and pedagogy beyond surface-level engagement. Without addressing issues such as unequal access to devices and internet connectivity, reliance on digital solutions risks widening the learning gap rather than closing it. Lack of critical review.

Research on implementing differentiated instruction (DI) across various educational contexts reveals its effectiveness in meeting diverse student needs (Ismail & Al Allaq, 2019). Studies by Khan and Jahan (2017) demonstrate DI's ability to support low performers and enhance learner engagement through adaptive teaching strategies. Smale-Jacobse et al. (2019) highlight diverse DI methods and areas needing further research, while Magableh and Abdullah (2020) discuss challenges in DI implementation but recognize its benefits in promoting student engagement. Saleh (2021) underscores DI's role in improving academic outcomes and addressing implementation barriers. Furthermore, many works emphasize teacher training as a prerequisite for effective DI integration (Kotob & Abadi, 2019), yet fewer investigate how teachers' beliefs, time limitations, or institutional support influence their willingness and ability to differentiate in practice. This gap suggests a need for more nuanced, context-sensitive research that examines the benefits and real-world limitations of DI in diverse educational settings. Lack of critical review.

The differences between previous studies and this research showed that implementing a Differentiated Instruction Lesson Plan for Junior High School students had driven some effectiveness in teaching (Wahyudi & Hapsari, 2022). However, much of the existing research has focused on the general application of DI or on specific subjects, with limited attention to its systematic implementation in English language learning within the framework of the Emancipated Curriculum *(Kurikulum Merdeka)*. Furthermore, prior studies often emphasize outcomes but provide limited insights into how students at different achievement levels—particularly in junior high school—experience and respond to differentiated activities. Please state the research objectives and gaps clearly

METHODOLOGY

This study employs a qualitative research design (Creswell, 2015), specifically a descriptive qualitative approach with a case study, to investigate the implementation of differentiated instruction (DI) in English classrooms at SMP Negeri 14 Pekalongan.

Qualitative research focuses on understanding human behaviors and contexts, emphasizing textual or visual data analysis (Hancock et al.,2001). SMP Negeri 14 Pekalongan was chosen as the research site due to its reputation and implementation of differentiated instruction practices, involving the school, English teachers, and students as participants during the academic year 2022/2023. Data collection methods included observations, interviews, and questionnaires, adhering to principles of data reduction, display, and conclusion drawing (Miles & Huberman, 1994). Data were analyzed using Miles and Huberman's (1994) interactive model, which involves three concurrent stages: data reduction (selecting, focusing, and simplifying raw data), data display (organizing information in matrices, charts, or narrative form to facilitate interpretation), and conclusion drawing/verification (identifying patterns, themes, and relationships, followed by checking their validity through triangulation). This analytical process ensured that findings accurately reflected participants' experiences and perspectives on the use of DI in the English classroom. Participants in this research were a class of 8 grades and one English teacher. There are 21 SMP Negeri 14 Pekalongan students in the academic year 2022/2023. The students were part of an English class that had been taught by the same teacher for two consecutive years. Please add the used of data analysis.
SMP Negeri 14 is mentioned many times/too repetitive

RESULT AND DISCUSSION
Findings No data visualization? Figures/tables?
The researcher employed various methods to gather data, including observations, interviews, document analysis, and a questionnaire. The observations, interviews, and document analysis examined how Differentiated Instruction is implemented in teaching English at SMP Negeri 14 Pekalongan. These methods provided a comprehensive understanding of the instructional strategies and practices used in the classroom.

To gain insights into the students' perspectives, the researcher used a questionnaire designed to capture their views on applying Differentiated Instruction in their English classes. The questionnaire consisted of 24 questions that addressed various aspects of the instructional approach. This method was essential for understanding how students perceive the effectiveness and impact of Differentiated Instruction on their learning experience. By combining these data collection methods, the researcher was able to provide a well-rounded analysis of both the implementation process and the students' responses to this educational approach.

The implementation of Differentiated Instruction to teach English at SMP Negeri 14 Pekalongan
The study examines the implementation of Differentiated Instruction (DI) in English teaching and its perception among students, based on observations, interviews, and questionnaires.
Content
Regarding teaching materials, the teacher engages in basic concepts of the subject by utilizing various resources, including textbooks and online platforms like YouTube. The teacher's provision of materials according to the students' levels of understanding is a key aspect of differentiated instruction. By offering different questions on the LKPD for the High Achiever and Low Achiever groups, the teacher ensures that each student is challenged appropriately and can engage with the material at their own pace. This approach helps maximize students' learning

potential and maintain their interest in the subject.

Differentiated instruction involves using various resources, such as textbooks and online platforms, to cater to students' understanding levels. This approach maximizes learning potential and promotes equity in the classroom. Teachers integrate additional materials and practical exercises to enhance knowledge retention and relevance. This approach aligns with contemporary pedagogical theories and supports active learning. At SMP Negeri 14 Pekalongan, teachers use diverse teaching materials to enhance engagement, comprehension, and practical application, preparing students for academic success and real-world applications.

Process

The process begins with assessing students' learning styles, interests, and proficiency levels in English. This can be done through surveys, diagnostic tests, and informal observations. Based on the interview results, the teacher will focus more on assessing the topic to be studied, ensuring a thorough understanding of the material to be covered. This initial step is essential because it forms the basis of learning. Teachers then evaluate students' abilities through diagnostic tests, which help identify their strengths and areas for improvement. Based on these results, teachers design learning activities, combining a variety of formative and summative assessments to monitor progress and understanding. This structured approach allows teachers to create learning environments tailored to student needs. Teachers can develop clear strategies for addressing different learning speeds and styles by prioritizing diagnostic tests.

The teacher's method of forming study groups based on specific criteria such as student seating, attendance, randomness, or special notes demonstrates a strategic approach to organizing the classroom. By categorizing students into groups like High Achiever and Low Achiever, the teacher ensures that each group receives instruction and activities that match their academic abilities. This method promotes a balanced learning environment where students can collaborate with peers of similar skill levels, facilitating more effective learning experiences. Each group is provided with clear goals and expectations for their tasks. This includes defining roles within the group to promote accountability and ensuring that tasks are differentiated to match the students' varying abilities. Teachers actively monitor group interactions, providing guidance and support as necessary. This ensures that all students participate and that the group dynamics remain positive and productive. Observations of teachers interacting with students in whole-class teaching, activating involvement, and supporting dialogue to promote deeper understanding and metacognition contribute to illustrating teaching practices that allow students to learn more deeply.

Classroom observations of skilled teachers' whole-class teaching serve to explore the potential for deeper learning contextualized in a frequently used teaching practice (Glenna, 2022). The differentiated instruction approach, particularly through strategic group formation, not only supports the unique learning needs of students but also enables teachers to manage classrooms more effectively. By observing skilled educators, we can gain insights into best practices promoting deeper learning and enhancing the educational experience. This methodology benefits students academically and contributes to a more harmonious and productive classroom environment.

For instance, High Achiever groups may be given more challenging tasks to keep them engaged, while Low Achiever groups receive additional support to build their understanding. This targeted instruction can

improve academic outcomes for all students, fostering a sense of inclusivity and equity in the classroom.

Product

Teachers prepare for potential challenges by staying informed and anticipating student questions. They anticipate diverse student needs and prepare supplementary materials for learning styles. This systematic approach ensures a high-quality education and maintains consistency in instruction. Teachers evaluate student achievement of lesson goals at the end of the lesson, providing targeted feedback and additional instruction. Diagnostic tests help design lesson plans tailored to individual needs and abilities. This approach promotes personalized learning experiences, maximizing each student's potential. Teachers prioritize students' knowledge and learning needs by assessing cognitive and practical skills through tests and hands-on activities. Building closer relationships with students outside regular learning hours fosters mutual understanding and trust, resulting in a more engaging and effective educational environment.

At the end of the lesson, the teacher evaluates whether all students have achieved the lesson goal. This evaluation involves reviewing the outcomes of group discussions and individual performances to determine if the objectives have been met. This practice ensures that the lesson has been effective and that students have understood the material. Additionally, this review allows the teacher to identify any areas where students may need further support or clarification. By evaluating the achievement of lesson goals, the teacher can provide targeted feedback and additional instruction as needed. This approach helps in reinforcing learning, addressing any remaining gaps, and ensuring that all students have a solid understanding of the material before moving on to new topics.

Using diagnostic tests to determine group allocation, the teacher ensures that students are placed in groups that match students' academic needs and abilities. This alignment allows the teacher to design lesson plans tailored to each group's specific requirements, enhancing the instruction's effectiveness. Teachers also align lesson plans with the implementation of differentiated instruction at SMP Negeri 14 Pekalongan, which involves a thoughtful approach that considers student diversity, incorporates varied resources and teaching methods, and emphasizes continuous assessment and feedback. This alignment enhances student engagement and learning outcomes and promotes an inclusive and supportive classroom environment where all students can thrive. By focusing on these elements, teachers can create a dynamic English language learning experience that meets the needs of every learner.

Learning Environment

The learning environment involves assessing how these elements interact and contribute to the educational experience. A positive learning environment promotes academic achievement social-emotional development and prepares learners to thrive in diverse contexts. Conversely, challenges in any of these areas can impede learning outcomes and hinder students' holistic growth. Therefore, creating and maintaining a supportive and enriching learning environment is essential for fostering optimal learning and development.

A positive learning environment promotes academic achievement, social-emotional development, and holistic growth. Teachers should provide personalized instruction, connect students' current and future performance levels, and ensure active participation. Diagnostic assessments are crucial for understanding material and identifying strengths. Teachers should also use remediation sessions to address

comprehension gaps. Differentiated instruction and individual attention help students grasp challenging concepts more effectively. This approach fosters an inclusive and supportive educational environment, ensuring all students can keep up with the curriculum and achieve their learning goals. Lesson design involves selecting a topic, assessing students' capabilities through diagnostic tests, and designing learning activities with formative and summative assessments. Differentiation between High Achiever and Low Achiever groups ensures student engagement and aligns with curriculum guidelines. Monitoring students' understanding during extended and enrichment instruction helps provide immediate feedback and support. This balanced approach ensures all students succeed and progress at their own pace. Enrichment activities provide more profound knowledge and challenge, while consistent monitoring helps identify students who excel and need additional support. This approach enhances the quality of education and promotes intellectual curiosity among students.

Students' perspectives regarding the implementation of Differentiated Instruction in the English classroom at SMP Negeri 14 Pekalongan
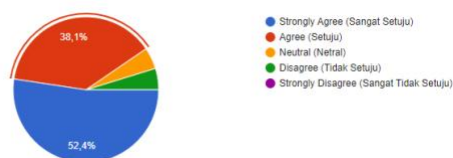
Goals

Diagram 4.1

The survey results for the item "The students study the same material as students in other classes" show that 87% of students agree that they study the same material across different classes, indicating a standardized and cohesive curriculum promoting continuity and equality.

Materials

Regarding "The students get the material according to the lesson plan used by the teacher," 11 students agreed, five agreed, and five neutral. This means that 100% of students believe they receive materials aligned with the teacher's lesson plan, indicating well-structured and planned lessons. This unanimity suggests that students perceive their learning materials as closely adhering to the teacher's curriculum design and educational objectives. Such consensus implies a well-structured and meticulously planned approach to teaching, where instructional materials effectively support and reinforce the intended learning outcomes. This alignment ensures consistency in content delivery and enhances the educational experience's overall effectiveness by providing clear direction and purpose in students' learning journeys.

Low- achieving and high-achieving

For "The students have additional instruction to improve understanding," 10 strongly agreed, eight agreed, and three neutral. Suggests that 85% of students feel they receive additional instruction for improved understanding, with a small percentage not feeling so. Equity and clarity are crucial for effective supplementary education.

Monitoring during the lesson

For "The students can understand the instructions given by the teacher as shown by direct observation in class," 5 strongly agreed, 13 agreed, and three neutral. It indicates that 85% of all students understand the teacher's instructions, as observed directly in class. The data suggests that a significant majority, approximately 85% of the students, demonstrate a clear understanding of teacher instructions as

observed during class activities. This high percentage indicates that most students comprehend and follow instructions effectively, contributing to smooth and productive classroom interactions.

Product

For "The students use student worksheet given by the teacher," 4 strongly agree, 11 agree, and six neutral. Students strongly agree (80%) on using teacher-provided worksheets, highlighting their importance in the learning environment. Neutral responses suggest varying perspectives, highlighting the need for teachers to gather feedback and refine instructional materials to meet diverse student needs.

Learning Environment

Regarding "The students are supported from all directions," 9 strongly agree, nine agree, and three are neutral. It shows that 85% of students feel well-supported, with a small minority lacking support. Addressing individual needs and continuously improving support systems is crucial for student well-being and success.

Discussion

The implementation of Differentiated Instruction to teach English at SMP Negeri 14 Pekalongan

Differentiated Instruction acknowledges and responds to diverse learning preferences, interests, and readiness levels in the classroom, tailoring Instruction to individual learning profiles for effective learning. Teaching involves transferring knowledge and developing students' cognitive, physical, social, and emotional skills based on their abilities (Al-Khayat et al., 2017). Classroom diversity includes differences in age, ethnicity, gender, abilities, religious orientation, socio-economic status, and more (Ginja & Chen, 2020), enriching the educational environment with varied perspectives. Recognizing and addressing these differences is essential for personalized and inclusive teaching (Danley & Williams, 2020).

The implementation of Differentiated Instruction at SMP Negeri 14 Pekalongan shows teachers managing classrooms and meeting diverse student needs by adjusting content, processes, and products based on readiness, interests, and learning profiles. This approach enhances comprehension and retention, leading to better academic performance and language acquisition in English. Teachers form study groups based on specific criteria to ensure balanced learning environments and practical engagement. Prayogi et al. (2017) note the multifaceted challenges of implementing DI in English classrooms, influenced by teachers' self-efficacy, constructivist beliefs, experience, professional development, certification, and classroom size, with 39% of DI implementation variation attributed to these factors. Using diagnostic tests to form study groups allows for personalized learning experiences, ensuring students are well-prepared and can identify their strengths and areas for improvement. Continuous monitoring during different instructional phases addresses learning gaps, ensuring comprehension of complex content and grasping advanced concepts (Papi, 2020).

Differentiated materials and additional support for low learners promote equity and motivation, fostering an inclusive environment where all students feel valued. Personalized attention for low learners and challenging material for fast learners create a supportive and collaborative environment. Adjusting assignments based on performance levels ensures low-achieving students receive support, and high-achieving students face appropriate challenges, fostering a sense of achievement for all. Connecting performance levels with desired outcomes motivate students to strive for higher understanding

and skills. Observations suggest a structured and responsive educational environment where strategic group formation, continuous monitoring, and differentiated instruction enhance the overall quality of education and promote academic growth.

Students' perspectives regarding the implementation of Differentiated Instruction in the English classroom at SMP Negeri 14 Pekalongan

The students' perceptions of the content they study are mainly positive. Most (87%) feel they study the same material as their peers in other classes, indicating a consistent curriculum. Mitsi (2017) notes that differentiated instruction can ensure equitable treatment of students by fostering active participation in the classroom, which can enhance overall student achievement.
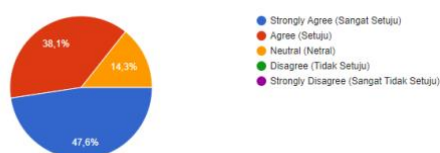

Diagram 4.2

Additionally, students (85%) Quantitative results (from questionnaires) are presented without supporting tables.agree that the material they receive aligns with the lesson plans used by their teachers, suggesting that lessons are well-structured and thoughtfully planned. However, while most students (100%) believe they receive additional instruction to enhance their understanding, a small portion does not, highlighting an area for potential improvement in addressing the needs of low-achieving and high-achieving students. This Alignment ensures consistency in content delivery and enhances the educational experience's overall effectiveness by

providing clear direction and purpose in students' learning journeys. According to (Willhelm, 2019), Alignment ensures that every lesson and activity contributes meaningfully to students' educational goals. It helps students see the connections between concepts and skills, fostering a deeper understanding of the subject matter. When students perceive the relevance and purpose of their learning, they are more likely to be motivated and actively participate in their learning process.

The process of teaching is also viewed favorably by students. Diverse teaching methods, such as storytelling, demonstrations, and hands-on activities, are appreciated by 86% of the students. Various instructional methods can cater to different learning styles, making lessons more engaging and effective. Furthermore, 86% of students feel they receive enough instruction time to understand their lessons, though a few might require additional time. Clear and aligned assignments with the instructions given by teachers are appreciated by all students, indicating effective communication of expectations.

Monitoring and ensuring understanding during lessons is another area where students feel positively. According to Sari et al. (2020), teachers can oversee, facilitate, guide, and educate by creating differentiated instruction tailored to students' preferences. This approach also includes fostering strong teacher-student relationships to enhance the learning environment. A complete 100% of students understand the instructions given by their teachers, as confirmed by direct classroom observations. It demonstrates the effectiveness of teachers' communication and instructional strategies. However, when it comes to receiving additional instruction for better understanding, only 73% of students feel adequately supported. Suggests that some students benefit from more targeted

instructional support to address their learning needs.

According to Chen and Chen (2018), students who received differentiated instruction performed better than those who did not. Differentiated instruction improved students' scores and boosted their motivation, willingness to learn calculus and comprehension of the material.

Using student worksheets and reference books is well-integrated into the learning process. Most (87%) of students use the worksheets provided by their teachers, indicating that these materials are considered valuable and relevant. Similarly, 87% of students use reference books to understand the material better, underscoring the importance of supplementary resources in enhancing comprehension. Nonetheless, a small percentage of students do not regularly use these resources, which could be explored further to ensure that all students have the tools they need for effective learning.

Finally, the overall learning environment is perceived positively by students. Students (76%) report feeling happy and enjoying their learning activities, which is crucial for maintaining engagement and interest in the classroom. A positive learning environment directly contributes to achieving learning outcomes. When emotionally invested in their learning, students are more inclined to put effort into understanding and mastering the material. It can improve academic performance and achievement across various subjects and skills. Positive feelings about the learning environment often stem from strong teacher-student relationships. Teachers who create a supportive and encouraging atmosphere build trust with their students. They understand their students' needs, provide meaningful feedback, and offer support when students encounter challenges. Students foster a sense of belonging and safety, which is essential for students to take academic risks and grow academically and personally.

During our meetings, We encourage teachers to improve their school work. If they notice a problem or have any issues, we advise that they discuss it with any district official or their school heads. It is all about understanding each other and showing the willingness to help the group members in cluster meetings and their various schools (Akinyemi, 2020). Additionally, 85% of students feel they receive support from all directions, although a small number feel they lack adequate support. While the learning environment is generally supportive and positive, there might be opportunities to enhance the support systems to ensure that every student feels adequately supported in their learning journey. This finding highlights the importance of addressing the needs of all students to ensure that every individual feels adequately supported in their educational journey. It also underscores the value of continuously assessing and improving support systems to enhance student well-being and success. Acknowledging a small number of students feeling unsupported highlights areas where schools can improve. This feedback can guide educators and administrators in refining support services, increasing accessibility, and addressing gaps to ensure all students feel supported throughout their educational journey. Weak connection to theoretical framework.

CONCLUSION

Based on the research results, it can be concluded that assessing students' learning styles, interests, and proficiency levels at SMP Negeri 14 Pekalongan through surveys, diagnostic tests, and informal observations is foundational to effective teaching practices. This approach ensures that teachers begin by understanding the material thoroughly and evaluating student'

abilities, which guides the design of learning activities tailored to individual needs. Teachers can effectively address different learning styles and paces by prioritizing diagnostic tests, enhancing the overall educational experience. Furthermore, the strategic formation of study groups based on specific criteria, such as academic performance, promotes a balanced learning environment where students can collaborate effectively.

The SMP Negeri 14 Pekalongan survey offers valuable insights into students' perceptions of their educational experience. The findings reveal a high student agreement on several key aspects of their learning environment. Firstly, 87% of students believe they study consistent educational materials across classes, indicating a standardized curriculum that promotes continuity. Secondly, all students perceive that instructional materials align closely with teachers' lesson plans, highlighting well-structured and meticulously planned lessons that support learning goals effectively. Additionally, 85% of students feel they receive supplementary instruction to enhance their understanding, although there are opportunities to address varying needs more comprehensively. Most students (86%) perceive that they receive explanations in diverse ways, catering to different learning styles, which fosters comprehensive understanding. Moreover, all students agree that they complete assignments as instructed, underscoring clear communication and expectations within the classroom. Approximately 85% of students clearly understand teacher instructions during class activities, reflecting effective communication and promoting productive interactions. Furthermore, a significant majority (76%) express enjoyment and satisfaction with their learning activities, highlighting a positive learning environment that enhances engagement and motivation. Finally, 85% of

students feel well-supported from all directions, although efforts to continuously assess and improve support mechanisms are important for effectively addressing all students' needs.

In this study might have a limited sample size or lack diversity among participants, potentially impacting the breadth of perspectives gathered. A larger and more diverse sample could provide a more comprehensive understanding of DI implementation challenges and successes and the effectiveness of Differentiated Instruction. Lastly, further researchers will examine process of Differentiated Instruction. This includes analyzing how teachers plan and design their lessons, how they implement these plans in practice, and how they evaluate the effectiveness of their instruction. Lacks implications, limitations, and suggestions for future research.

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