

Implementation of Differentiated Learning through the 'TUNTAS' Method at SMAN 1 Parakan

Aisjah^{a,1,*}, Muhammad Ridwan^{b,2}

^aSMAN 1 Parakan Temanggung, Indonesia; ^bMC Gill Canada University, Canada.

¹ichaaishjah@gmail.com; ²muhammad.ridwan@mail.mcgill.ca

* Correspondent Author

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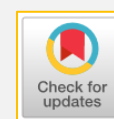
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ABSTRACT

The objectives of the studies were designed to determine the increase of teacher competencies in implementing differentiated learning by Tuntas Method (peer teaching method in learning community). The studies were school action research of SMAN 1 Parakan in 2022 with the subjects were all the teachers and carried out by establishing of learning communities and Tuntas method assistance. The results showed that Tuntas method was effectively used to increase teacher's competencies in the implementation of differentiated learning. The action of strategies was used in the Tuntas method based on adult learning principles, such as independent, collegial, and collaborative.

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Introduction

Government Regulation Number 19 of 2017 outlines the main duties of teachers, which include educating, teaching, guiding, directing, training, assessing, and evaluating students (Jatmiko Wibisono, Hafidz, Iffat Abdul Ghalib, 2023). To strive for quality education, these seven primary tasks need to be developed, particularly the enhancement of competencies in instructional management (Zakarya, Hafidz, Martaputu, 2023). Instructional management serves as one of the indicators of student competency achievement (Nashihin, 2019a); thus, the commitment of teachers to instructional management should be a priority for improvement (Robertus Adi Sarjono Owon, 2023).

The emergence of independent learning in our country is influenced by factors such as learning loss as a result of the COVID-19 pandemic. Independent learning aims to become an agent of change for both teachers and students, especially in promoting the profile of Pancasila learners and differentiated learning (Hadisi et al., 2023). Both of these aspects are characteristics of independent learning whose implementation has not yet been fully achieved. The principle of differentiated learning is oriented towards students, as stated by Nadiem Makarim (liputan6.com), emphasizing that student-centered learning liberates the thinking and potential of students. Nadiem's perspective reflects the need for revitalizing our education system, particularly in terms of instructional management conducted by teachers (Sarwadi & Nashihin, 2023). A reorientation towards the perspective of teaching and learning seems necessary for educators to reduce the teacher-centered approach and embrace a student-centered one.

Teachers must play a role in enhancing the quality of students according to their potential and interests, thus contributing to society (Nurul Umah Fijanati, Hafidz, Sukadi, 2023). The role of educators in education is to guide students according to their potentials and talents because students have their destinies and future in education (Fierre in Yamin, 2019). The task of educators is to nurture and develop these strengths, enabling students to improve their lives (not just their foundations) and their growth (Dewantara, 1977).

Taking into account these viewpoints, the implementation of differentiated learning becomes urgent, and various models, methods, and teaching strategies need to be developed. It's time for teachers to move on from a predominantly lecture-based teaching system and break free from the habit of merely delivering content to students, which indirectly hinders their critical thinking skills.

Differentiated learning is understood as adapting to students' interests, prioritizing learning, and preparing students to improve their learning outcomes (Marlina, 2020). The characteristics of differentiated learning include (1) focusing on core concepts and principles, (2) flexible grouping of students, (3) assessing students' readiness and learning progress, (4) making students active explorers (Bayumi et al., 2021). Differentiated learning has five important principles that support each other: (1) a learning environment, (2) high-quality curriculum, (3) continuous assessment, (4) responsive teaching, and (5) classroom leadership and routines (Purba et al., 2021). These principles align with a socio-cultural constructivist approach inspired by Vygotsky, which emphasizes that knowledge acquisition can come from within oneself and social interaction (Suparno, 2012). Therefore, the implementation of differentiated learning, mandated by independent learning, should already be developed, approached with an open mind, and transform instructional management to achieve quality.

How about the learning situation at SMAN 1 Parakan? Based on the results of the second-semester learning supervision for the 2021/2022 academic year, the management of learning with a focus on developing lesson plans (RPP) and classroom management showed that 72.55% of the RPPs were rated as adequate, and 84.31% of teachers had not yet implemented differentiated learning designs. This condition has led to a monotonous learning process and reduced student motivation (Susanto, 2022). Other evidence includes a decline in student learning outcomes, less active participation by students, as reported by teachers in post-supervision interviews (Triana et al., 2023). Based on this data, this research is necessary to enhance the competency of SMAN 1 Parakan teachers in implementing differentiated learning using the "TUNTAS" method (peer tutoring in a learning community), thus creating quality education and guiding students according to their talents, interests, and competencies (Nashihin, 2019b). The "TUNTAS" method is a peer tutoring approach within a learning community aimed at helping SMAN 1 Parakan teachers understand differentiated learning. Peer tutors are expected to stimulate teachers involved in the learning community so that all teachers can implement differentiated learning. Previous research supporting this study is related to the application of peer tutoring methods conducted on grade XI students at SMK Pamekasan, which showed an improvement in learning outcomes after receiving peer tutoring (Indriani, et al., 2014).

Method

This type of research is action research (Syaiful Anam, 2023), specifically school action research (PTS), with the research subjects being the teachers of SMAN 1 Parakan, totaling 51 teachers, covering all subjects. Action research is an approach used in designing a study that seeks explanations and influential actions (Reason et al. as cited in Ghani, 2014). The action used in this research is the "TUNTAS" method (peer tutoring in a learning

community), which is expected to have an impact on teachers to enhance their competence in implementing differentiated learning. Data collection techniques include (1) observation, (2) interviews, and (3) documentation. Observation is conducted in two ways: reviewing lesson plans prepared by subject teachers and observing the management of differentiated learning in classrooms. Post-observation interviews are conducted for data validation, while documentation techniques are used to reinforce observational data. Data processing involves (1) processing the lesson plan review instrument by calculating the total score out of 40 and (2) processing the instrument for evaluating differentiated learning management with a total score out of 80. The instruments used in the research take into account aspects of lesson planning and classroom management. When developing lesson plans, teachers consider how to present lesson content, how the learning process is conducted for the entire class, how group learning is carried out, how individual learning is implemented, and how learning products are assessed. At the end of the learning activities, teachers conduct summative assessments (Subhan, 2022).

Data analysis techniques involve calculating the percentage of teacher competence achievement in lesson plan development, categorized as very good, good, sufficient, or insufficient. The same analysis technique is also used for processing data on differentiated learning management. The data analysis calculation is performed to measure the improvement by comparing results from the pre-cycle, cycle 1, and cycle 2. The success indicators in this research are based on the percentage of teachers who achieve the categories of very good, good, and sufficient in the assessment of lesson plan development and differentiated learning management in cycles 1 and 2. The study also compares the average results of lesson plan reviews and differentiated learning management reviews. Conclusions are drawn by comparing hypotheses and the results of data analysis.

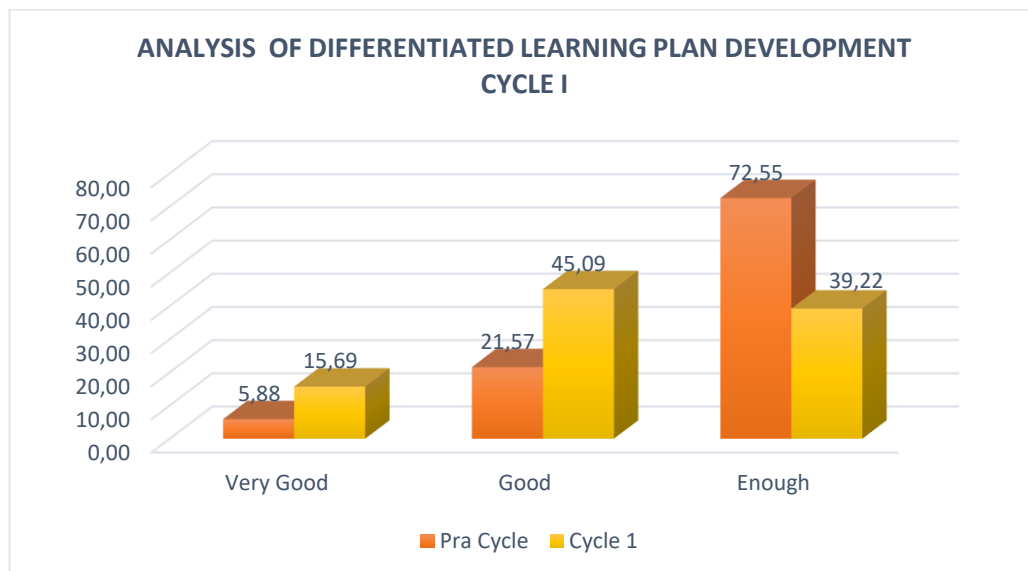
Results and Discussion

Learning communities have the goal of educating, facilitating, encouraging, and integrating learning acquired through interaction within the community (Marlina P, et al., 2021). The learning community at SMAN 1 Parakan was established by the Head of School to enhance the competence of teachers, especially in implementing differentiated learning, using the peer tutoring method. Shared interests, common goals, and shared needs are factors that strengthen the learning community. Learning communities have both internal, potential, or unobservable meanings and external, observable meanings. Internal potential meanings include aspects of 1) vision, where community members share the same goals and aim to achieve the same vision; 2) function, a strong learning community must have the same tasks and goals. External meanings of a learning community include 1) access; learning communities need access to their members or other communities, and 2) relationship, which is characterized by common relational characteristics such as a sense of ownership, interdependence, trust among members, and trust in the community's goals (West R.E & Williams G, 2018).

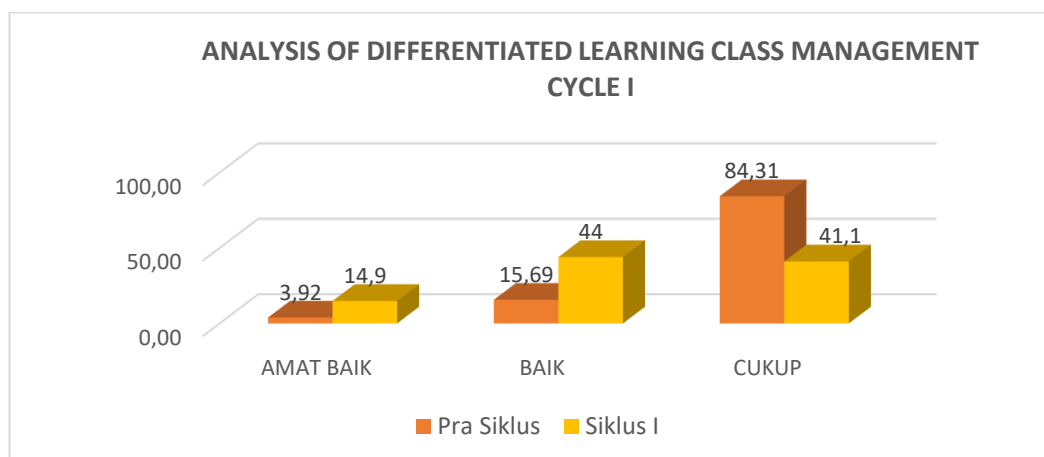
The "TUNTAS" method implemented at SMAN 1 Parakan is a method for enhancing teacher competence with peer tutoring applied within the learning community at SMAN 1 Parakan. Peer tutoring is a strategy that can monitor the progress of learners, creating a challenging, engaging, and beneficial learning environment (Lim, 2014). Peer tutoring, through group collaboration, fosters a sense of mutual reliance (Ahdiyat, 2014).

The "TUNTAS" method is implemented through two cycles. In the first cycle, the action taken for teachers is independent learning through providing examples of differentiated lesson plans (RPP) and peer-tutored differentiated learning videos, followed

by mentoring. The Head of School, as the researcher, serves as a facilitator for the tutors and subject teachers at SMAN 1 Parakan, with the following stages: (1) providing general information about the learning process, (2) after the group understands its tasks, the group performs its tasks, (3) each group reports the results of its work, and (4) evaluates the group's work process (Dimiyati et al., 2010). The Head of School forms small groups of 3-4 teachers and assigns peer tutors to assist teachers in developing differentiated lesson plans and managing differentiated learning classrooms. The results of the first cycle are shown in the following graph:



Graph 1. Analysis of Differentiated Learning Plan Development Cycle I



Graph 2. Analysis of Differentiated Learning Class Management Cycle I

The impact of the actions taken in cycle I resulted in an improvement in teacher competence. This was due to the actions taken in cycle I, which were as follows:

1. The formation of small groups within the learning community allowed teachers the flexibility to communicate differentiated learning with peer tutors (Joice et al. as cited in Dimiyati et al., 2010).
2. Allowing teachers to learn independently instilled confidence in them. This is in line with the idea that adult learning is self-directed, and adults have their own

perspectives (Daryanto et al., 2012).

Based on the above analysis graph, the percentage of teachers falling into the "sufficient" category is still relatively high. This could be attributed to ineffective communication within the peer tutoring learning community. Possible reasons include:

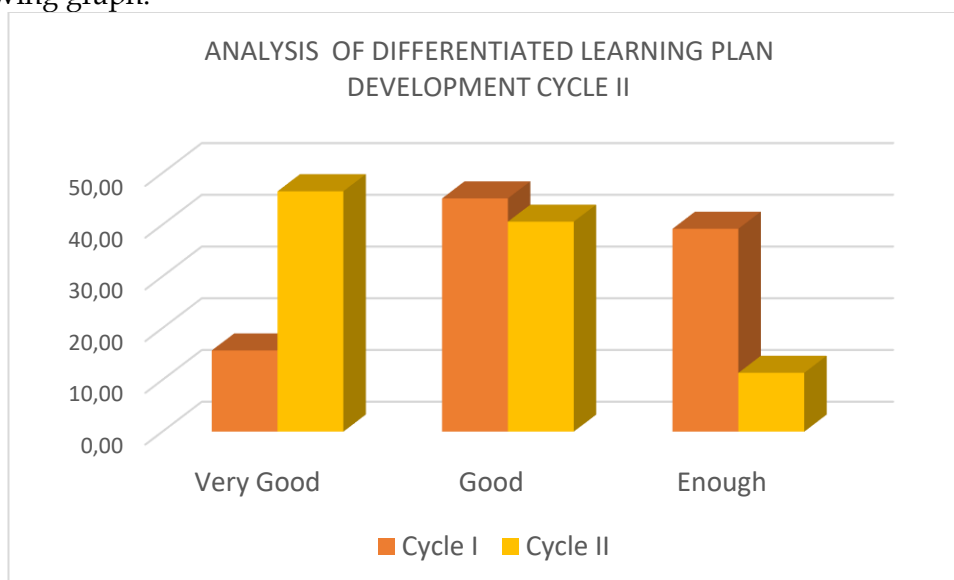
1. Teachers may not have had direct experience, as adult learning involves experiencing something (Lunandi as cited in Suprijanto, 2012).
2. Lack of motivation within the community. Essential elements in a learning community include sharing teaching values and norms, collaborative teaching, and reflective dialogue after teaching (Asmani, 2014).

In the second cycle, the Head of School, acting as the researcher, improved the actions taken in the first cycle to assist teachers. The alternative action chosen met the following criteria:

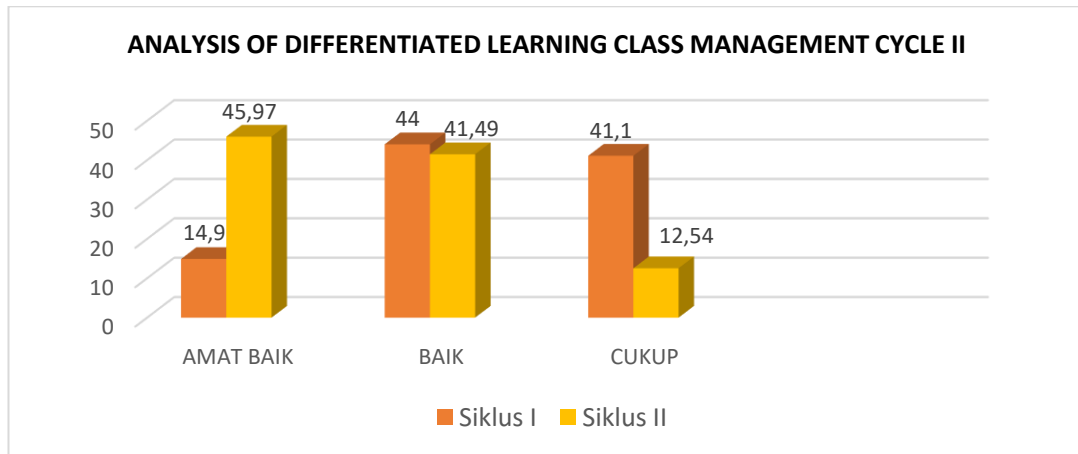
1. The action taken must have value in the research.
2. The action must be feasible and practical.
3. Consideration of the background surrounding the issue (Ghani, 2014).

The chosen alternative action was collaboration with peer tutors. This involved collaborative actions where peer tutors provided guidance to teachers within the learning community in jointly developing differentiated lesson plans and managing differentiated learning classrooms (Tri & Sofiyatul, 2022). The researcher and peer tutors facilitated discussions in small groups with a collegial principle. During these discussions, the development of lesson plans and the implementation strategies for differentiated learning were formulated collectively among teachers, the researcher, and tutors, without any intervention. In collegial learning, it is expressed that collegial learning is a working method that contributes to the development of teacher collaboration in a structured way aimed at acquiring knowledge and experience (Hattie et al., 2012).

The results of cycle II were compared to those of cycle I to assess the changes in teacher competence in differentiated learning with the "TUNTAS" method, as shown in the following graph:"



Graph 3. Analysis of Differentiated Learning Plan Development Cycle II



Graph 4. Analysis of Differentiated Learning Class Management Cycle II

Based on the data, in the development of lesson planning, the percentage of teachers categorized as "sufficient" decreased from 39.22% in cycle I to 11.37% in cycle II. Meanwhile, in classroom management, the percentage of teachers categorized as "sufficient" also decreased from 41.10% in cycle I to 12.54% in cycle II. This demonstrates that the "TUNTAS" method can enhance the competence of teachers at SMAN 1 Parakan in implementing differentiated learning. The actions taken in cycle II provided a significant role and opportunity for teachers to express their opinions and articulate their understanding of differentiated learning, ultimately leading to more optimal learning outcomes.

Another factor that contributed to the improvement in competence in cycle II includes:

1. The development of social attitudes and a spirit of collaboration among teachers in the community.
2. The dynamism of group activities in learning, making each member feel responsible and part of a group.
3. The development of leadership skills within each group in problem-solving (Joice et al. as cited in Dimiyati et al., 2010).

Peer tutoring in the learning community (the "TUNTAS" method) fosters cooperation among teachers, strengthens social and emotional relationships, and facilitates teachers' understanding of the implementation of differentiated learning. The collaboration factor in the "TUNTAS" method is the key to enhancing the competence of teachers at SMAN 1 Parakan, as suggested by Trianto, who emphasizes that the concept of a learning community suggests that learning outcomes are achieved through cooperation with others (Trianto, 2010). Another perspective is based on the principles of human resource learning, which emphasizes participation, repetition, relevance, acquisition, and feedback for the effectiveness of human resource development (Siagian, 2018).

However, despite its advantages, the "TUNTAS" method has some weaknesses. This is evident in cycle II, where the competence of teachers categorized as "sufficient" in the development of differentiated lesson plans is still at 11.37%, and 12.54% in classroom management. This remains one of the weaknesses of the peer tutoring method, as some teachers may still be less active in the learning community and may not show a commitment to participating in peer tutoring support (Ahmadi et al., 2004). Another weakness of peer tutoring is that some members of the community may not adhere to the tasks assigned (Saputra, 2012).

Conclusion

The peer tutoring support method within a learning community (the 'TUNTAS' method) is effectively used to enhance teachers' competence in implementing differentiated learning. The action strategies employed in the 'TUNTAS' method are based on principles of adult learning, including independence and collegial and collaborative principles, as they can foster cooperation among teachers, strengthen social and emotional relationships, and facilitate teachers' understanding of the implementation of differentiated learning.

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