

**EXPLORING STUDENTS PROGRESS AND SATISFACTION
WITH DIFFERENTIATED LEARNING IN ELT WITHIN AN
INDEPENDENT CURRICULUM**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2025 M/1447 H**

**EXPLORING STUDENTS PROGRESS AND SATISFACTION
WITH DIFFERENTIATED LEARNING IN ELT WITHIN AN
INDEPENDENT CURRICULUM**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

By

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I, the undersigned, Tasya Amalia Putri, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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ABSTRACT

Tasya Amalia Putri. 2025. Exploring Students Progress and Satisfaction with Differentiated Learning in ELT within an Independent Curriculum. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training. Antasari State Islamic University. Advisor: Dr. Hj. Raida Asfihana, M. Pd.

Keywords: Differentiated Learning; English Language Teaching; Independent Curriculum; Students Progress; Students Satisfaction.

In the English language teaching (ELT) framework, teachers are responsible for providing essential and efficient learning experiences. Merdeka Curriculum provides opportunities for students to explore their passions and capabilities while incorporating technology into the learning process. Differentiated learning is a strategy that offers an educational experience customized to each student's unique needs, interests, and abilities. This research explores the extent of students' learning progress and satisfaction in learning English through a varied learning strategy within the Merdeka Curriculum framework and what obstacles teachers face while implementing this learning. This research design uses a qualitative approach with a data analysis case study method. Data were collected through observation and in-depth interviews conducted at MTsN 1 Kotawaringin Barat with 1 English teacher and 15 students in grade 9. In this research, differentiated learning in the Merdeka Curriculum benefits student learning progress and satisfaction, while teachers still encounter time management and workload issues. However, teacher collaboration is an essential aspect of successfully implementing this approach. The study's findings were probably intended to assist teachers in designing a more flexible and oriented approach to students' needs within the context of the Merdeka Curriculum.

ABSTRAK

Tasya Amalia Putri. 2025. *Exploring Students Progress and Satisfaction with Differentiated Learning in ELT within an Independent Curriculum.* Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan. UIN Antasari Banjarmasin. Dosen Pembimbing: Dr. Hj. Raida Asfihana, M. Pd.

Keywords: Kemajuan Siswa; Kepuasan Siswa; Kurikulum Merdeka; Pembelajaran Berdiferensiasi; Pengajaran Bahasa Inggris.

Dalam pengajaran bahasa Inggris (ELT), guru bertanggung jawab untuk memberikan pengalaman belajar yang penting dan efisien. Kurikulum Merdeka memberikan kesempatan bagi siswa untuk mengeksplorasi minat dan kemampuan mereka sambil menggabungkan teknologi ke dalam proses pembelajaran. Pembelajaran berdiferensiasi adalah strategi yang menawarkan pengalaman pembelajaran yang disesuaikan dengan kebutuhan, minat, dan kemampuan setiap siswa. Penelitian ini mengeksplorasi sejauh mana kemajuan belajar dan kepuasan siswa dalam belajar bahasa Inggris melalui strategi pembelajaran yang bervariasi dalam kerangka Kurikulum Merdeka dan kendala apa yang dihadapi guru saat menerapkan pembelajaran ini. Desain penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui observasi dan wawancara mendalam yang dilakukan di MTsN 1 Kotawaringin Barat dengan 1 orang guru bahasa Inggris dan 15 siswa kelas 9. Dalam penelitian ini, pembelajaran berdiferensiasi dalam Kurikulum Merdeka memberikan manfaat bagi kemajuan dan kepuasan belajar siswa, sementara guru masih menghadapi masalah manajemen waktu dan beban kerja. Namun, kolaborasi guru merupakan aspek penting dalam keberhasilan implementasi pendekatan ini. Temuan penelitian ini dimaksudkan untuk membantu guru merancang pembelajaran yang lebih fleksibel dan berorientasi pada kebutuhan siswa dalam konteks Kurikulum Merdeka.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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