DIFFERENTIATED LEARNING STRATEGIES IN ELT: A CASE STUDY OF INDEPENDENT CURRICULUM IMPLEMENTATION

THESIS

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ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2026 M/1448

DIFFERENTIATED LEARNING STRATEGIES IN ELT: A CASE STUDY OF INDEPENDENT CURRICULUM IMPLEMENTATION

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

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ABSTRACT

Sulistyani Izati Husna. 210101030869. *Differentiated Learning Strategies in ELT: A Case Study of Independent Curriculum Implementation*. Thesis. English Language Education Study Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Nani Hizriani, S.Pd, MA. 2026.

Keywords: Differentiated Learning; Independent Curriculum; Teacher's Perception; ELT

The implementation of the Independent Curriculum shifts the educational paradigm toward student-centered learning, which requires teachers to adapt to students' diverse needs through differentiated learning strategies. This study aims to investigate an English teacher's perceptions of differentiated learning strategies and to explore how these strategies are implemented in English Language Teaching (ELT) classrooms. Using a qualitative approach and a single-participant case study design, data were collected through interviews, classroom observations, and documentation from an English teacher. The findings indicate that, first, the teacher views differentiated learning strategies as an essential and effective approach for accommodating students' diverse learning profiles, readiness levels, and interests. However, the teacher also views it as a demanding method that requires considerable preparation time and an in-depth understanding of individual student profiles. Second, the teacher successfully implemented the three core dimensions of differentiation in the classroom: content differentiation (providing varied instructional materials tailored to students' proficiency levels in English), process differentiation (using flexible grouping and tiered tasks for students with visual, auditory, and kinesthetic learning styles), and outcome differentiation (offering diverse assessment options such as essays, presentations, or digital posters). In conclusion, although implementing differentiated instruction is challenging and requires significant resources, it is an essential strategy for fostering an inclusive, responsive, and student-centered English as a Foreign Language (EFL) learning environment.

ABSTRAK

Sulistyani Izati Husna. 210101030869. *Differentiated Learning Strategies in ELT: A Case Study of Independent Curriculum Implementation.* Skripsi. Program Studi Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Nani Hizriani, S.Pd, MA. 2026.

Kata kunci: Pembelajaran Berdiferensiasi; Kurikulum Merdeka; Persepsi Guru; Pengajaran Bahasa Inggris

Implementasi *Independent Curriculum* mengubah paradigma pendidikan menjadi pembelajaran yang berpusat pada siswa, yang menuntut guru untuk beradaptasi dengan keberagaman kebutuhan siswa melalui pembelajaran berdiferensiasi. Penelitian ini bertujuan untuk mengetahui persepsi seorang guru bahasa Inggris terhadap strategi pembelajaran berdiferensiasi dan mengeksplorasi bagaimana strategi tersebut diimplementasikan dalam kelas pengajaran bahasa Inggris (ELT). Menggunakan pendekatan kualitatif dengan desain studi kasus partisipan tunggal, data dikumpulkan melalui wawancara, observasi kelas, dan dokumentasi dari seorang guru bahasa Inggris. Hasil penelitian menunjukkan bahwa, pertama, guru mempersepsikan pembelajaran berdiferensiasi sebagai pendekatan yang sangat penting dan efektif untuk mengakomodasi keberagaman profil belajar, kesiapan, dan minat siswa. Namun, guru juga memandangnya sebagai metode yang menuntut waktu persiapan yang intensif dan pemetaan individu yang mendalam. Kedua, guru berhasil mengimplementasikan tiga dimensi inti diferensiasi di kelas: diferensiasi konten (menyediakan materi variatif berdasarkan kesiapan bahasa Inggris), diferensiasi proses (menerapkan pengelompokan fleksibel dan tugas berjenjang untuk pembelajar visual, auditori, dan kinestetik), dan diferensiasi produk (memberikan pilihan penilaian yang beragam seperti esai, presentasi, atau poster digital). Kesimpulannya, meskipun implementasi pembelajaran berdiferensiasi penuh tantangan dan memakan banyak sumber daya, strategi ini sangat diperlukan untuk menciptakan lingkungan kelas EFL yang inklusif, responsif, dan berpusat pada siswa.

ACKNOWLEDGEMENT

بسم الله الر حمن الر حيم.
الحمد لله رب العالمين .الصلاة والسلا م على اشرف الأ نبياء والمر سلين سيدنا ومو لنا محمد وعلى اله وصحبه أجمعين. اما بعد.

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled "Differentiated Learning Strategies in ELT: A Case Study of Independent Curriculum Implementation". Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

1. Dr. H. Hamdan, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the Administrative matters.
2. Afifah Linda Sari, S.S, M.Pd, as the Head of English Language Education Study Program for the assistance and motivation.
3. My academic advisor, Nur Laila Kadariyah, S.Ag, M.Pd, for the guidance and encouragement.
4. My thesis advisors, Nani Hizriani, S.Pd, MA, as the advisor of content and research methods for the advice, helps, suggestion and correction.
5. All lecturers and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.
6. My beloved parents and family, who have always provided me with love, moral and material support, and ceaseless prayers for the smooth progress and success of my studies.

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.

Banjarmasin, Muharram, 9th 1448 A.H
June, 24th, 2026 A.D

Writer

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