

ABSTRACT

Purwanto, Andrea Rinjani. (2025). *Developing A Differentiated Learning Module on Descriptive Text for the 7th Graders Based on Kurikulum Merdeka*. Yogyakarta: English Language Education Study Program, Sanata Dharma University

The implementation of Merdeka Curriculum in Indonesia, which essentially emphasizes freedom of exploration according to students' abilities, has not been fully in line with the development of teaching materials and adequate learning support. This imbalance makes it difficult for teachers to carry out their role as learning facilitators optimally, as expected in the curriculum.

This study focuses on developing a differentiated instruction (DI) module for teaching the seventh-grade students in Indonesia, specifically for descriptive text material. The research aims to address the lack of practical resources to help teachers apply the DI strategies which emphasized in the applied Merdeka curriculum in Indonesia.

The ADDIE (Analyze, Design, Develop, Implement, Evaluate) model was used to guide the teaching module development process. The researcher conducted needs analysis through a survey and interview with the local English teachers to gather information on student's diversity and the teachers' awareness of DI. Tomlinson's DI framework was used as the designing framework, incorporating different approaches to content, process, and product. The sequence of the module is following Bloom's Taxonomy level division to support student's learning.

The module is aligned with the Ministry of Education's Learning Outcomes for phase D (grades 7-9) to ensure it fits the curriculum. It was implemented in Kanisius Muntilan Junior High School to test the module's usefulness and practicality. The module was evaluated by experts to improve its functionality. The result is a product in form of a module that serves as practical resource to help teachers use DI more effectively in their classrooms.

Keywords: 7th Graders, Differentiated Instruction, Kurikulum Merdeka, Module

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Implementasi Kurikulum Merdeka di Indonesia yang pada dasarnya menekankan kebebasan bereksplorasi sesuai dengan kemampuan siswa, belum sepenuhnya sejalan dengan pengembangan bahan ajar dan penunjang pembelajaran yang memadai. Ketidakeimbangan ini menyulitkan guru dalam menjalankan perannya sebagai fasilitator pembelajaran secara optimal, seperti yang diharapkan dalam kurikulum.

Penelitian ini berfokus pada pengembangan modul differentiated instruction (DI) untuk mengajar siswa kelas tujuh di Indonesia, khususnya untuk materi teks deskriptif. Penelitian ini bertujuan untuk mengatasi kurangnya sumber daya praktis untuk membantu guru menerapkan strategi DI yang ditekankan dalam kurikulum Merdeka yang diterapkan di Indonesia.

Model ADDIE (Analyze, Design, Develop, Implement, Evaluate) digunakan untuk memandu proses pengembangan modul pengajaran. Peneliti melakukan analisis kebutuhan melalui survei dan wawancara dengan guru bahasa Inggris setempat untuk mengumpulkan informasi tentang keragaman siswa dan kesadaran guru tentang DI. Kerangka kerja DI dari Tomlinson digunakan sebagai kerangka kerja perancangan, yang menggabungkan berbagai pendekatan untuk konten, proses, dan produk. Urutan modul mengikuti pembagian level Taksonomi Bloom untuk mendukung pembelajaran siswa.

Modul ini diselaraskan dengan Capaian Pembelajaran dari Menteri Pendidikan dan Kebudayaan untuk fase D (kelas 7-9) untuk memastikan kesesuaiannya dengan kurikulum. Modul ini diimplementasikan di SMP Kanisius Muntilan untuk menguji penggunaan modul tersebut.

Kata kunci: Siswa Kelas 7, Pembelajaran Berdiferensiasi, Kurikulum Merdeka, Modul