

Implementation of the Teaching at the Right Level (TaRL) Approach through Differentiated Learning on Biographical Text Material at SMA Negeri 1 Mataram

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Abstract

The aim of this research is to find out how to implement the Teaching at The Right Level (TaRL) approach through differentiated learning on Biographical Text material at SMA Negeri 1 Mataram which is integrated with the Merdeka Belajar Curriculum. There are several objectives for implementing differentiated learning, including: 1) meeting the individual needs of students; 2) increase student achievement; 3) increase students' motivation and interest in learning; 4) develop social and collaborative skills; 5) increase students' self-esteem; and 6) increasing student involvement. The application of differentiated learning places the teacher as a facilitator who helps students meet their needs. In differentiated learning, the teacher provides an understanding of the material by paying attention to the level of readiness, interests and learning styles of students. Apart from that, teachers can also make modifications to lesson content, learning processes, products or results of the lessons taught, and the learning environment.

Keywords: Implementation of TaRL, Differentiated Learning, Biography Text.

INTRODUCTION

Education is a systematic process that involves the transfer of knowledge, skills, values, and cultural norms from one generation to the next. This involves interactions between students and teachers, learning materials, and the learning environment. The educational approach does not only focus on academic aspects, but also on developing character, social skills and independence. Education does not only occur in the school environment, but also occurs in the home, community and workplace. The main purpose of education is as a means for individuals to develop their potential to the maximum, prepare them for life in society, and contribute to the progress and development of the nation.

Education reform in Indonesia is continuously carried out by the government and various stakeholders to improve the quality and accessibility of education in the country. Important aspects carried out in education reform in Indonesia include curriculum, improving teacher quality, educational accessibility, developing character education, use of technology, evaluation and monitoring.

Currently, education in Indonesia uses the Independent Curriculum. The Merdeka Curriculum was announced by the Indonesian

Ministry of Education, Culture, Research and Technology as part of efforts to continue to improve and develop the education system in Indonesia. In its announcement, the Ministry emphasized the importance of providing more flexibility to schools in designing their own curricula, which suits the characteristics, needs and potential of students in each region or educational institution. The Independent Learning Curriculum is a new breakthrough that can provide encouragement for students to participate actively in learning activities and free students to choose how they want to learn (Wulandari, Putrayasa, and Martha: 2023).

The main aim of the Merdeka Curriculum is to provide greater space for schools to adopt learning approaches that are more diverse and relevant to the environment and student needs. This is expected to improve the quality of education, increase student participation, and strengthen character formation. One effort that educators can take to provide facilities for students to learn independently is through the Teaching at The Right Level (TaRL) learning approach.

Teaching at the Right Level (TaRL) learning is a teaching approach that is centered on students' learning readiness, not just at grade

level (Kemendikbud, 2023). Based on the opinion of Ismail and Zakiah quoted by Faradila, Priantari, and Qamariyah (2023), the Teaching at The Right Level (TaRL) approach is a learning approach that pays attention to student achievements and has the aim of making it easier for students to master the competencies of a subject.

In every class, of course, teachers have encountered students who are quick to understand the subject matter and some who are slow. This can happen because there are many influencing factors. One factor that might be the cause is that the student's level is not appropriate to the specified level or learning outcomes (Suarti & Astuti, 2023). Based on this, it is deemed necessary to apply a learning approach that adapts to students' achievements, ability levels and learning needs. TaRL learning can be implemented through differentiated learning.

Differentiated learning is a type of learning that gives students the opportunity to maximize their abilities in accordance with their learning readiness, their interests, and their learning profile. According to Tomlinson's opinion quoted by Elviya and Sukartiningsih (2023), differentiated learning is learning that provides accommodation, services, and recognition of the diversity of students in learning activities tailored to their level of learning readiness, interests and preferences. Differentiated learning aims to meet learning needs and respect the diversity of students (Jhon and Alfiandra, 2024).

There are several objectives for implementing differentiated learning, including: 1) meeting the individual needs of students; 2) increase student achievement; 3) increase students' motivation and interest in learning; 4) develop social and collaborative skills; 5) increase students' self-esteem; and 6) increasing student involvement (Purnawanto, 2023). The application of differentiated learning places the teacher as a facilitator who helps students meet their needs. Differentiated learning allows teachers to understand material by considering students' readiness, interests and learning styles. Apart from that, teachers can also make modifications to lesson content, learning

processes, products or results of the lessons taught, and the learning environment.

In essence, good learning is learning that has challenges, is adapted to the needs and characteristics of students, carried out by teachers who respect and accommodate individual differences in students.

The introduction must contain (in sequence) the general background, a review of previous literature (state of the art) as the basis for a statement of the scientific novelty of the article, a statement of scientific novelty, and the research problem or hypothesis. At the end of the introduction, the purpose of the article study must be written. In the scientific article format, literature reviews are not permitted as in research reports, but are carried out in the form of a review of previous literature (state of the art) to show the scientific novelty of the article.

METHOD

To obtain the data that will be processed, the aim is to use the classroom action research method to describe students' learning motivation in biographical text material when given the TaRL (Teaching at The Right Level) approach for class X at SMA Negeri 1 Mataram as many as 37 students.

The research flow should be presented in this section accompanied by figure captions. Image captions are placed as part of the figure caption, not part of the image. The methods used to complete the research are written in this section.

Classroom Action Research (CAR) is a form of research conducted by teachers to improve their practices and gain a better understanding of what they are learning. PTK can also be used for classroom learning activities and uses various techniques to solve problems in the learning process. Muhammad Djajadi (2019:1) states that the definition of Class Action Research (PTK) from its name already shows the content contained in it, namely a research activity carried out in class.

The data collection method is an initial diagnostic assessment. The data sources used in this research are: 1) events in the process of implementing TaRL learning through differentiated learning; 2) the informants

involved in this research were class X Indonesian language teachers at SMA Negeri 1 Mataram; 3) documents in the form of teaching modules; and 4) field notes obtained through observation.

RESULTS AND DISCUSSION

Mapping learning needs is very important to determine next steps. Incorrect teacher mapping results will lead to inappropriate learning plans and actions in designing learning. To map students' learning needs, teachers also need accurate data from students, parents/guardians, and their environment.

Implementation of Teaching at the Right Level (TaRL) through differentiated learning. Based on the learning results of class

1. Classifying Students' Learning Needs.

Implementing learning using the Teaching at The Right Level approach through differentiated learning requires mapping (profiling) students' learning needs in order to make appropriate learning plans so that learning becomes more effective. Profiling or mapping of students' learning needs can be done through diagnostic assessments. Diagnostic assessments need to be carried out so that teachers can find out the differences that students have in a class. Diagnostic assessment is carried out by means of cognitive and non-cognitive diagnostic assessments. Diagnostic assessments map students' abilities in class quickly, to determine students' understanding.

Teachers use pre-tests to apply differentiated learning in preliminary activities through cognitive and non-cognitive diagnostic assessments. Diagnostic assessments aim to determine initial competencies so that they can classify learning needs. The questions relate to the material from previous meetings and the material that will be taught. After mapping students through diagnostic assessments. Teachers can implement differentiated learning by using three differentiated learning strategies, namely content differentiation, process differentiation and product differentiation.

2. Developing a differentiated learning plan and implementing it.

Implementing differentiated learning requires careful planning based on students' learning needs. In this research, the teacher designed a Teaching at The Right Level (TaRL) approach through differentiated learning using content and product differentiation strategies as a response to the diversity of students' initial abilities and learning styles. This is based on the mapping results of class X students at SMA Negeri 1 Mataram have visual and kinesthetic learning styles. After the lesson plan is prepared, the teacher then applies it in the classroom.

In implementing learning activities, teachers use content differentiated learning strategies by providing material in different ways according to students' learning needs, abilities and interests. The provision of material begins with simple to complex material which makes it easy for students to learn according to the level of understanding they have. Teachers also use a variety of learning resources such as videos and slides so that students with different learning styles can be well facilitated during learning activities. For students who have a visual learning style, the teacher displays biographies in comic form. For students who have auditory and kinesthetic learning styles, the teacher displays videos related to biographical stories via YouTube. By implementing content differentiation strategies in learning, teachers can create an inclusive environment and support students to develop according to their potential.

When implementing differentiated learning using a product differentiation strategy, teachers' free students to demonstrate their understanding of the learning material in different ways. Learners can flexibly express knowledge and demonstrate their learning abilities with diverse end products. Teachers give students the freedom to express creative ideas through various projects such as writing comics, making mini-madings, or videos. This allows students to show their understanding of the material being studied according to their

respective interests and talents. Providing freedom in creating projects can increase students' enthusiasm while participating in learning activities because students feel involved in exploring in a way that suits their interests and needs. In addition, students receive meaningful learning and gain a deep understanding of the material they study.

3. Reflect and evaluate

Reflection and evaluation are things that must be done after implementing learning activities. Carrying out reflection and evaluation provides teachers with an understanding of what is good and what needs to be improved during learning activities. Evaluation and reflection activities are not only carried out on students but also carried out on teachers. Reflection involves the process of evaluating work results based on the planning, implementation and results stages. The results of implementing the Teaching at The Right Level (TaRL) learning approach through differentiated learning in class X SMA Negeri 1 Mataram have had a positive impact on students' learning motivation, students are more enthusiastic and participate actively in implementing learning activities.

4. Implementation of the Teaching at The Right Level (TaRL) learning approach through differentiated learning on biographical text material.

Differentiated learning in implementing the Teaching at The Right Level (TaRL) approach in Indonesian language subjects with biographical text material used through various activities. Teachers use a project-based learning model. Each lesson has 3 syntax carried out by the teacher, namely preliminary activities, core activities and closing activities. Meanwhile, in the core activities there are six PjBL syntax, namely determining basic questions, creating project designs, scheduling, monitoring project progress, assessing results, and evaluating.

CONCLUSION

Based on the findings presented previously, it can be concluded that teachers have

implemented a learning approach according to the stages, namely: 1) classifying students' learning needs; 2) preparing differentiated learning plans and their implementation, and 3) reflecting and evaluating learning. Apart from that, the teacher has also implemented the learning flow well, namely preliminary activities, core activities and closing activities. In implementing Teaching at the Right Level (TaRL) through differentiated learning in learning fantasy story texts in class X SMA Negeri 1 Mataram, students who have above average abilities can respond to teacher questions or provide opinions well. Implementation of learning uses the Teaching at The Right Level (TaRL) approach through differentiated learning.

Differentiated learning aims to accommodate students' learning by paying attention to learning interests, learning readiness and learning preferences. There are three differentiation strategies, including content, process and contents. The content we teach students is what they will learn. Content may change based on student readiness, interests, and learning profile or a combination of the three. Process differentiation refers to how students will understand or interpret what is learned. The work results or performance that students must show to the teacher is called product differentiation.

SUGGESTION

This research is not perfect and needs to be improved for the effectiveness and utilization of the implementation of the Teaching at the Right Level approach through differentiated learning in other learning.

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