Differentiated Instruction and Its Implementation In Indonesia

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Abstract

Purpose: This research aimed to see the implementation of differentiated instruction in Indonesian Elementary School, and it is problem and the needed support. Indonesia as a developing country needs to improve the quality of education. One of the strategy is implementation of Differentiated Instruction (DI). As the research of DI still scarce in Indonesia, this study may help government make decisions to improve the quality of education.

Method: This research use questionnaire named Vignette of Differentiated Instruction. A case story describes the teaching reality. There are 5 cases addressing the dimension of definition of DI; cope the diversity of students, use of teaching strategies, learning activities, meet the need of students, and create optimal learning outcome. The data collected from grade 4, 5, & 6 teachers from 46 primary schools in Jakarta Province which has grade A accreditation from Board of National Accreditation (BAN SM) (http://www.ban-sm.or.id/).

Results: Vignette data shows that teacher feels realistic to cope the diversity of student. They will use the appropriate teaching strategy. The most teaching strategy applied by teacher was grouping the student, the most learning activity for student was learning using teaching aids. To meet the need of student, teacher will give the extra time for learning and attention. Teacher will apply fun learning activity to create the optimal learning outcome. The problem of implementing of DI is the lack of parent support, and the lack of student motivation. The needed support is teaching aids and learning facility. Teachers also need to upgrade their professionalism through several training.

Conclusion: Although the teacher feel realistic to implement the DI, but there are hindering problem and needed support for teacher to implement it. The government should help teacher to solve the hindering problem and give the needed support for teacher.

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