

**DIFFERENTIATED INSTRUCTION OF MERDEKA CURRICULUM: A  
CASE STUDY AT JUNIOR HIGH SCHOOLS IN MADIUN**

**THESIS**



**MASTER OF ENGLISH EDUCATION DEPARTMENT  
THE DIRECTORATE OF GRADUATE PROGRAM  
UNIVERSITAS MUHAMMADIYAH MALANG**

**2025**

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CASE STUDY AT JUNIOR HIGH SCHOOLS IN MADIUN**

**THESIS**

**In Partial Fulfilment of the Requirement for Master's  
Degree in English Language Education**



By  
**KHOIRUL ANAM**  
**202310560211049**

**MASTER OF ENGLISH EDUCATION DEPARTMENT  
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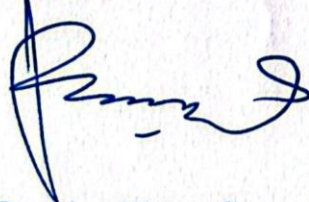
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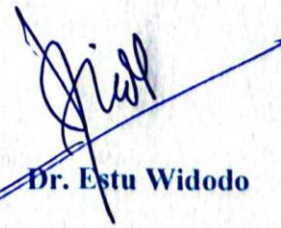
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the master's degree in English Language Education  
at the Graduate Program of Universitas Muhammadiyah Malang

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## LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that :

1. The thesis entitled: **DIFFERENTIATED INSTRUCTION OF MERDEKA CURRICULUM: A CASE STUDY AT JUNIOR HIGH SCHOOLS IN MADIUN** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Beside, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON-EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 8<sup>th</sup> July 2025  
The Writer,



**KHOIRUL ANAM**

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Malang, July 8, 2025  
The Writer

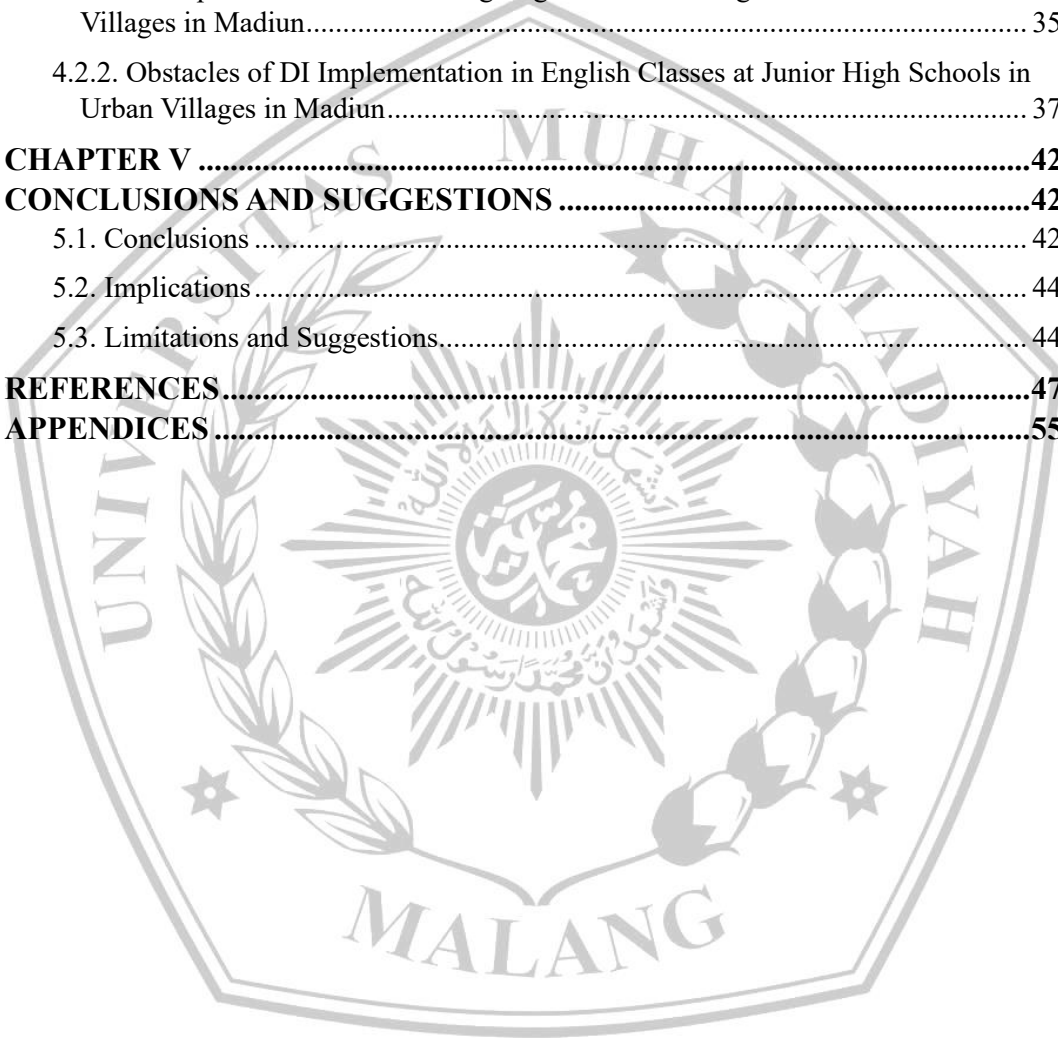
**Khoirul Anam**



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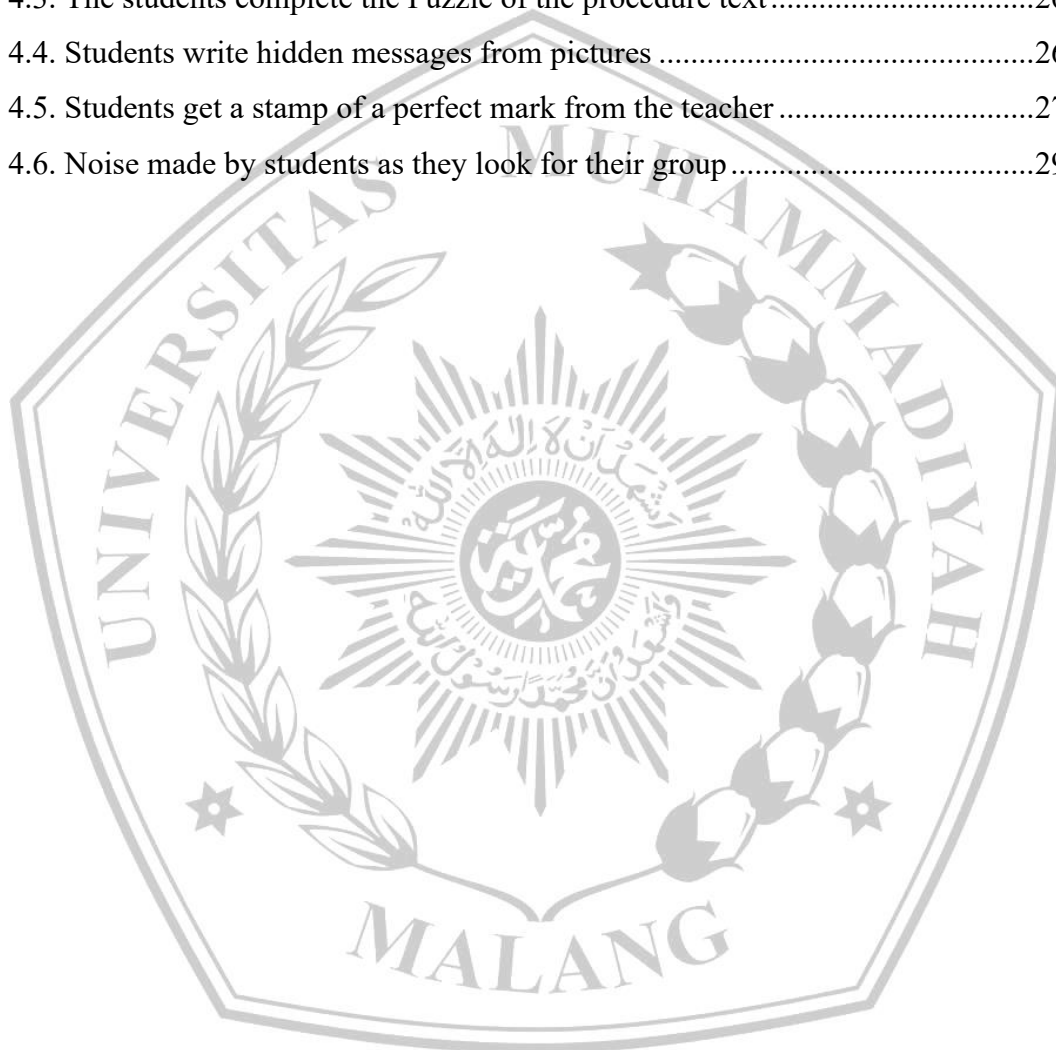
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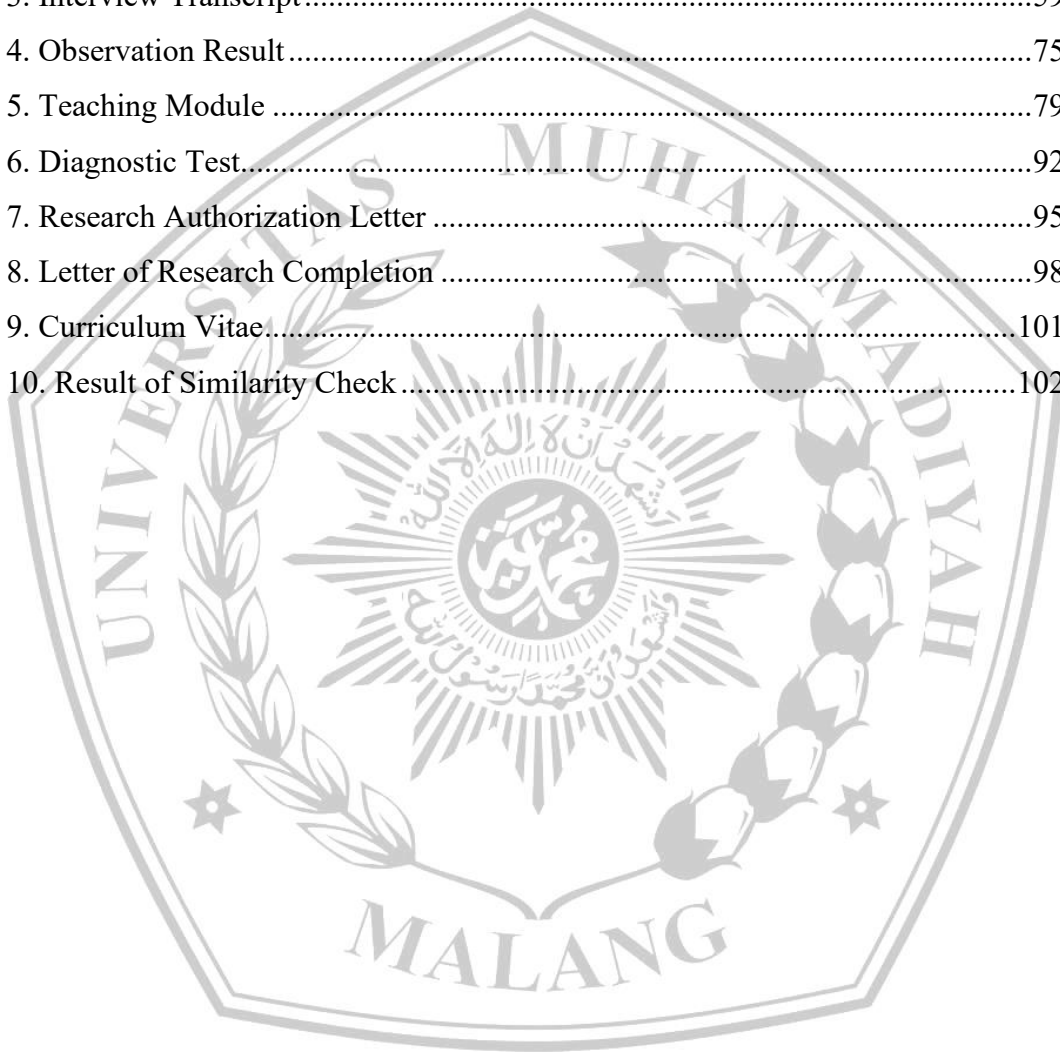
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## ABSTRACT

Anam, Khoirul. (2025). “*Differentiated Instruction of Merdeka Curriculum: A Case Study at Junior High Schools in Madiun.*” Thesis, Master of English Education Department, Faculty of Graduate Program, Universitas Muhammadiyah Malang. Supervisors: (1) Dr. Rina Wahyu Setyaningrum, M.Ed. (2) Prof. Dwi Poedjiastutie, Ph.D.

*The existence of Indonesia's Merdeka curriculum, also known as Kurikulum Merdeka, offers diverse intra-curricular learning and project-based learning to equip students with skills for global survival. This curriculum adapts to changing student needs and adapts to changes in students' needs. The Merdeka curriculum includes differentiated learning, which aims to maximize students' uniqueness and accommodate their learning styles, needs, readiness level, and interests. However, the implementation of this approach in Indonesia is not comprehensive, particularly in urban villages. Employing a qualitative method, specifically a case study design, this study aims to examine the implementation of Differentiated Instruction (DI) in teaching English in urban villages in Madiun and analyse whether any factors cause difficulties in its implementation. This study focuses on three junior high school teachers in urban villages that have already implemented DI in their classrooms. The teachers have over five years of experience teaching English and have professional certification. They have expertise in instructing with various curricula and have consented to participate in the study. The research instruments used include classroom observations, documentation, and interviews. Classroom observations aim to obtain data on the actual context of DI implementation in English classrooms, while documentation includes photographs, videos, and teaching documents. Interviews are conducted to gather data on how teachers' insights toward DI, the impact of DI on students' English skills, and the obstacles teachers face. The open-ended and semi-structured interviews enable participants to share their views and experiences regarding the implementation of DI in their respective contexts. The study reveals that English teachers in the observed settings have a fundamental understanding of differentiated instruction principles, which involve adapting learning processes, materials, and outcomes to accommodate students' diverse needs. The implementation of DI follows a systematic thirteen-step process, including pre-assessment, material differentiation, flexible grouping, and multiple assessment strategies. However, time management is identified as the most significant obstacle in DI implementation. The study's small sample size may limit the comprehensiveness of insights into DI implementation practices, suggesting future research should use mixed-methods approaches with larger sample sizes.*

**Keywords:** *Differentiated Instruction, ELT, Merdeka curriculum, junior high school, need-based learning*

## ABSTRAK

Anam, Khoirul. (2025). “*Pembelajaran Berdiferensiasi Kurikulum Merdeka: Sebuah Studi Kasus di SMP di Madiun.*” Tesis, Magister Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Muhammadiyah Malang. Pembimbing: (1) Dr. Rina Wahyu Setyaningrum, M.Ed. (2) Prof. Dwi Poedjiastutie, Ph.D.

*Kurikulum Merdeka di Indonesia menawarkan pembelajaran intrakurikuler yang beragam dan pembelajaran berbasis proyek untuk membekali siswa dengan keterampilan yang diperlukan untuk bersaing secara global. Kurikulum ini disesuaikan dengan kebutuhan siswa yang terus berubah dan menyesuaikan diri dengan perubahan. Dalam kurikulum ini terdapat pembelajaran berdiferensiasi (DI), yang bertujuan untuk memaksimalkan keunikan siswa dan mengakomodasi gaya belajar, kebutuhan, tingkat kesiapan, serta minat mereka. Namun, penerapan pendekatan ini di Indonesia belum menyeluruh, terutama di desa-desa perkotaan. Dengan menggunakan metode kualitatif studi kasus, penelitian ini bertujuan untuk mengkaji penerapan DI dalam pengajaran Bahasa Inggris di sekolah SMP di desa-desa perkotaan di Madiun dan menganalisis apakah ada faktor yang menyebabkan kesulitan dalam penerapannya. Penelitian ini melibatkan tiga guru SMP di desa-desa perkotaan yang telah menerapkan DI di kelas mereka. Para guru tersebut memiliki pengalaman mengajar Bahasa Inggris lebih dari lima tahun dan memiliki sertifikasi profesional. Mereka memiliki keahlian dalam mengajar dengan berbagai kurikulum dan telah setuju untuk berpartisipasi dalam penelitian ini. Instrumen penelitian yang digunakan meliputi observasi kelas, dokumentasi, dan wawancara. Observasi kelas bertujuan untuk memperoleh data tentang konteks aktual implementasi DI di kelas Bahasa Inggris, sementara dokumentasi meliputi foto, video, dan dokumen pengajaran. Wawancara dilakukan untuk mengumpulkan data tentang pandangan guru terhadap DI, dampak DI terhadap keterampilan bahasa Inggris siswa, dan hambatan yang dihadapi guru. Wawancara terbuka dan semi-terstruktur memungkinkan partisipasi untuk berbagi pandangan dan pengalaman mereka mengenai implementasi DI dalam konteks masing-masing. Studi ini mengungkapkan bahwa guru bahasa Inggris yang diteliti memiliki pemahaman mendasar tentang prinsip-prinsip pembelajaran berdiferensiasi, yang melibatkan penyesuaian proses belajar, materi, dan hasil untuk mengakomodasi kebutuhan beragam siswa. Penerapan DI mengikuti proses sistematis bertahap yang terdiri dari 13 langkah, termasuk penilaian awal, penyesuaian materi, pengelompokan fleksibel dan strategi asesmen yang beragam. Namun, manajemen waktu menjadi hambatan terbesar dalam implementasi DI. Ukuran sampel yang kecil dalam studi ini mungkin membatasi kelengkapan wawasan tentang praktik implementasi DI, sehingga disarankan pada penelitian mendatang untuk menggunakan pendekatan campuran dengan ukuran sampel yang lebih besar.*

**Kata kunci:** *Pembelajaran Berdiferensiasi, ELT, Kurikulum Merdeka, sekolah menengah pertama, pembelajaran berbasis kebutuhan*

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