

Differentiated Learning Management To Improve Students' English Grammar Understanding

Masayu Safira Aulyfannisah¹, Bukman Lian¹, Heri Setiyo Nugroho¹

¹Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: fannisah99@gmail.com

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Abstract: This study describes the preparation, implementation and evaluation of English learning to improve students' understanding of English grammar at SMK Negeri 6 Palembang. This research belongs to qualitative and based on postpositivism, which consists of the planning stage, data collection, data analysis, and report preparation. The data collection techniques for this study are observation, in-depth interviews, and field documentation. The technique used in data validity is data triangulation. Data analysis is carried out interactively and continuously. The results of the study show that (1) teacher preparation in differentiated learning in the process of compiling materials that are appropriate to the needs of various students, including adjusting the level of difficulty and learning style, requires dedication and a lot of time allocation; (2) with the implementation of English learning, students look happier, students feel that their learning activities are not boring, and they are more active in asking questions; and (3) evaluation of english language learning requires support from the school because most of the initiatives come from the english teacher. So, it requires more attention from the school, both in the form of training and provision of learning facilities.

Keywords: Differentiated Learning Management, English Grammar, Students' Understanding

A. Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process for students actively by developing their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves and society. Education can be interpreted as a conscious and systematic effort to achieve a standard of living or for better progress (Dunne, 2021). Secondary education is a continuation of basic education, which is taken within a period of three years. Vocational High School (SMK) is one form of secondary education unit as a continuation of SMP, MTs, or other equivalent forms. Vocational education is education that prepares students to work by conducting training or retraining in the form of knowledge, skills, and attitudes needed to hone expertise and further development in work before the bachelor's level (Erlianti et al., 2021; Mason,

2020). SMK has a great responsibility in preparing the younger generation to become competent human resources and ready to face the challenges of Industry 4.0. Improving the curriculum and facilities in SMK is very important to ensure that graduates have the skills needed by the industry (Hastutiningsih et al., 2024; Ubaidah et al., 2021).

In addition, developing a positive work attitude and culture will be valuable capital for graduates in achieving career success (Hardianti et al., 2022). In Indonesia, a Vocational High School is a level of vocational secondary education that students enter after graduating from Junior High School. The abilities of vocational high school students are developed to carry out certain types of work. The advantage of vocational high school students is that vocational high school students not only learn theory but also practice (Suharno et al., 2020). So, they are more familiar with their field. This results in vocational high school graduates being ready to enter the workforce because english language competency is needed in the workforce. English is a language that is used internationally. The importance of translation skills from one language to another is needed in the workforce. English learning according to the Attachment to the Regulation of the Minister of National Education No. 22 of 2006, namely concerning Competency Standards and Basic Competencies. So that the purpose of learning english is that students can have the ability to be master basic english knowledge and skills to support the achievement of competencies from the expertise program and apply mastery of english language skills and abilities to communicate both orally and in writing in english.

Process standards are essential guidelines for teachers to design and implement interactive, inspiring, fun, and challenging english learning and motivate students to be active and creative (Sugianto, 2020). The ultimate goal of such a process is to achieve english graduate competency standards, which is inherently practical because it is directly related to the daily lives, work, and professions of vocational high school students. Since 2021, the Indonesian government has been trying to improve the quality of education by introducing the Merdeka Curriculum. This curriculum gives schools and teachers greater autonomy to create learning processes that are relevant to students' needs (Prahastina et al., 2024). Its implementation began in stages, starting at Sekolah Penggerak, then expanded to thousands of other schools, including SMK Pusat Keunggulan.

English grammar is a scary subject for some students because it is considered the same as mathematics. In fact, mastery of grammar is very important for students to produce correct english because it is in accordance with the formula (Murtiningsih et al., 2022). Various components of grammar that students must understand are adjectives, adverbs, articles, clauses, compounds, conditionals, conjunctions, determiners, gender, idioms, interjections, inversion, nouns, pronouns, phrases, active and passive voices, subjunctives, and others (Holbrook, 2023). Misunderstandings when communicating in english can be caused by the grammar used (Nassar, 2021). So that

it affects the meaning. English learning, especially the use of communication, is still limited to subjects taught from elementary school to college.

The Ministry of Education and Culture continues to innovate in the field of education by issuing various policies called MBKM, or Merdeka Belajar Kampus Merdeka. The policy is implemented through the school mover program. Furthermore, in one of its policies, the Ministry of Education emphasizes that learning must be carried out with the principle of siding with students, or what is called differentiated. Differentiated learning is a flexible and planned learning approach where teachers adjust the learning process to meet the diverse learning needs of each student (Gheysens et al., 2022). The goal is to create an inclusive and effective learning environment and build strong relationships between teachers and students. The point is, differentiated learning is about giving special attention to each student. So that students can learn in the most effective way for them. The application of differentiated learning is an effort to improve learning so that each student gets the same opportunity to learn effectively according to the needs of students from various types of student learning, both visual, audio, and kinesthetic types. That way, they will grow and develop optimally.

However, teachers must continue to learn and work hard to make it happen. A teacher in the classroom must be serious about understanding the characteristics of various types of student learning and student interests (Dare et al., 2021). The selection of learning strategies must be in accordance with the needs of students so that students do not get bored and passive so that learning objectives will be achieved (Li et al., 2024). In general, there are two factors that cause students to experience difficulties in learning, namely internal and external factors. Internal factors are caused by the students themselves, while external factors come from outside the students themselves, such as from the family environment, school, community, and also from the friendship environment. These two factors make it difficult for students to learn in terms of difficulty accepting, understanding, and also applying the knowledge taught to students. These difficulties will also result in students getting low learning achievements and may even fail the set achievement standards (Tambunsaribu & Galingging, 2021).

The integration of SEL in basic education is a strategic step to face the challenges of the 21st century (Putri et al., 2024). Modern education does not only focus on students' cognitive abilities but also on their social and emotional aspects (Walter, 2024). This shows that differentiated learning is not only about academics but must also consider students' emotional well-being. According to Fajriyah (2023), the socio-emotional approach is an important effort in creating a positive learning climate, where healthy interactions between educators and students are the key to the success of the teaching and learning process. This is very relevant to differentiated learning management, which seeks to create an inclusive environment. When SEL is integrated with differentiated learning, this can mean more significant improvements because

students not only receive tailored instruction but are also equipped with emotional tools to manage their learning

Starting from the problem of students not being interested in this lesson because the name of this lesson is Grammar, and also not knowing what grammar is and what the function of grammar is. There are also some students who have been familiar with grammar, and students are quite interested in studying it in more depth because students feel this lesson is important in compiling correct grammar in order to create good language (Maulia & Herman, 2025). The results of the study that are relevant to this study explain that there has been no research that focuses on the management of differentiated learning in English grammar subjects at the vocational high school level. This research was conducted at SMK Negeri 6 Palembang. SMK Negeri 6 Palembang is one of the leading vocational schools in the city of Palembang, which has produced many quality graduates. This school has a long history and a good reputation for producing human resources who are ready to enter the world of work.

SMK Negeri 6 Palembang has a large number of students with increasing interest every year. This shows that this school is in great demand by the community. This school offers a variety of interesting study programs that are relevant to the needs of the job market, including culinary, hospitality, fashion, skin and hair beauty, and visual communication design. Based on the results of a preliminary study conducted by the author at SMK Negeri 6 Palembang, several students admitted that grammar is a fairly difficult skill because it teaches how to arrange words into a sentence correctly. So it is very difficult compared to other English skills, but with teaching managed by teachers, these difficulties can be overcome. There were six English teachers interviewed by the researcher who stated that to learn grammar, students must have a large vocabulary and understand English grammar. So that the lack of student understanding of how to arrange words into a correct sentence according to the grammar formula, therefore every English teacher must create an innovative, interesting learning atmosphere, prepare methods, approaches, models, and appropriate learning media, and motivate so that grammar can be fun for students.

The results of the interim study conducted by the researcher require differentiated learning to improve students' understanding of English grammar at SMK Negeri 6 Palembang. The difficulty in implementing differentiated learning is that teachers do not yet understand the nature of differentiated learning, lack the ability to recognize student character, and have a low understanding of the use of IT technology. The use of website-based learning media in the productive learning process in vocational schools has an effect on the use of website-based learning media on students' cognitive learning outcomes. So that effective media to increase student motivation is the use of the EnglishClub.com website, which contains various explanations and exercises about grammar. Judging from this study, the use of IT technology is very necessary for differentiated learning.

Creative in learning interesting English is one way to overcome students' boredom in learning by using flashcards, language learning applications, English games or quizzes, films, songs, and the internet. With these facilities, it is easier for students to understand the lessons (Nurhaliza et al., 2024). The problem of students' lack of understanding in using good and correct English and problems during classroom learning activities: some students seem less focused and less active in participating in learning. Most students have difficulty understanding readings, such as being passive in learning English and having difficulty finding main ideas and explicit information in the text. Students also have difficulty identifying general structures in a text, difficulty writing in expressing ideas and arranging sentences, and difficulty speaking and using English correctly. This is because the foundation of students' grammar is very weak, especially in mastering basic tenses such as present tense, past tense, present continuous tense, present future tense, and present perfect tense.

Learning obstacles also come from the media, because the media that teachers have used so far, such as books, pictures, or photos, are no longer interesting in the process of teaching and learning English. Researchers assume that students also need new, interesting, and creative media in learning English. Researchers are very interested in creating and introducing creative media in teaching English to help them solve the problems they face, increase motivation, and improve their understanding of grammar. By using learning media as a tool for the teaching and learning process, it is hoped that it can be used to stimulate students' thoughts, feelings, attention, and abilities or skills. So that it can encourage the learning process, which ultimately has implications for the expected or targeted outcomes. The solution that can be given is to provide teaching to students by implementing differentiated learning. Differentiated is a method that aims to improve students' understanding of how to compose grammar in sentences properly and correctly. In addition, this method also aims to improve the understanding of English grammar according to their interests, talents, and learning profiles. Based on this background, the researcher conducted a study entitled "Differentiated Learning Management to Improve Understanding of English Grammar in Students of SMK Negeri 6 Palembang" based on the information above.

B. Methods

The research was conducted at a State Vocational High School located on JL. Mayor Ruslan, Duku, Kec. Ilir Tim. II, Palembang City, South Sumatra. This school was chosen by the researcher because of several considerations, namely that the school has adequate criteria for conducting research. These criteria include 1) the vocational high school has adequate facilities and infrastructure and can support research, 2) the vocational high school is an educational institution that has adequate and experienced teaching resources, 3) the vocational high school has a good organization, and 4) the location of the school is easily accessible to researchers. The time of the research was carried out from February 2025 to April 2025. The object of this study was

differentiated learning management to improve the understanding of English grammar in students of State Vocational High School 6 Palembang. The research subjects included the principal, vice principal of curriculum, and educators. The English subject teacher at State Vocational High School 6 Palembang is the key informant for the research, and this study used the population of all class XI hospitality students of State Vocational High School 6 Palembang as supporting informants.

This study used a sample of the hospitality major. Because this major is very interesting and has opportunities in the world of work or continuing to a higher level using English. English language skills are one of the most important skills in the hospitality industry. This study adopts a qualitative approach based on postpositivism to investigate in depth the real conditions of the research object. Researchers act as key instruments in collecting data through various techniques, then analyzing the data inductively to find hidden meanings and patterns (Rokhmah et al., 2024). By using a case study design, this study aims to comprehensively understand a particular phenomenon in a complex context. The research procedure includes the planning stage, data collection, data analysis, and report preparation. Qualitative research data is divided into two, namely primary data and secondary data. The data collection technique in this study uses a qualitative approach, with three methods applied to obtain comprehensive and in-depth information, namely observation, interviews, and documentation.

Data validity is the equation of the concept of validity and reliability according to qualitative research standards and is adjusted to the demands of knowledge, criteria, and paradigms themselves. In placing the validity of data, the need for examination and implementation techniques is based on certain criteria. The technique of checking the validity of data is the level of trust in research data obtained, and the data can be accounted for its truth. To ensure the validity of the data, researchers use data triangulation techniques. In checking the validity of qualitative research data, it includes the criteria for credibility testing (trust), transferability testing (transferability), dependability testing (dependency), and confirmability testing (certainty). The data triangulation used in this study is source triangulation. Source triangulation is done by checking data that has been obtained through several sources.

Data from several sources are described and categorized, which views are the same, which are different, and which are specific to the three sources. The data that has been analyzed by the researcher to produce a conclusion is then requested for agreement with the three sources (Sugiyono, 2019). Qualitative data analysis techniques are carried out interactively and continuously until the research is complete. Data analysis is carried out interactively and continuously in accordance with the Miles and Huberman interactive analysis model. Data analysis techniques such as research extension, triangulation, discussion with friends, and checking by experts are used to meet these standards. Conclusions are drawn using the inductive method. With the

inductive method, researchers build theories from the bottom up, starting from data collected directly. This is very relevant in qualitative research that explores the meaning and experiences of students. Students' direct experiences have a real effect on an understanding of a science.

C. Results and Discussion

Differentiated learning at SMK Negeri 6 Palembang can be concluded by researchers as still far from differentiated. So that teachers who teach also need to consciously improve their teaching methods and quality and increase their insight and knowledge related to differentiated learning. Differentiated learning requires teachers to continue learning about student diversity (Pozas et al., 2020). In addition, teachers are encouraged to use various relevant tools and resources in order to help students understand and master the material. Several efforts have also been made by teachers to achieve these goals. Because teachers must also know that their insight into the curriculum and learning models they will use depends on the insight and knowledge of the teacher himself. Teacher competency development can be done through participation in various training programs held inside and outside the school environment (van Dijk-Wesselius et al., 2020).

Access to school facilities and infrastructure such as libraries, laboratories, and the internet, as well as other educational facilities, also enriches teachers' knowledge and skills. With this increase in competence, it is expected that teachers can demonstrate professionalism in the educational process in the classroom. Therefore, schools need to actively provide training and learning resources that are planned, structured, and evaluated periodically (for example, annually) as a form of teacher competency development management. In short, effective schools will invest in developing teacher abilities through well-programmed training and learning resources.

Based on the research, it was found that the efforts made by teachers to achieve successful implementation of differentiated learning were not optimal. This was explained by the school curriculum deputy: so far there has been no implementation of differentiated learning, but teachers implement and study this learning independently by searching on YouTube about differentiated learning or webinars on how differentiated learning is implemented online. Several teachers have also participated in workshops and seminars aimed at increasing knowledge and insight into the independent curriculum. Because the curriculum they face is very different from the previous curriculum. Teachers must adapt to this new learning model, because in differentiated learning the teacher becomes a facilitator for their students.

Accordance with Nasution & Zainarti (2025) which explains that the implementation of good performance management contributes significantly to improving teacher performance, work motivation, and teacher satisfaction. In addition, there is a positive relationship between the quality of teacher teaching and student learning outcomes.

Improved communication and cooperation between teachers was also observed, creating a collaborative culture that supports professional development. Teachers who enjoy attending training can increase their knowledge and insight in learning. So that teachers can identify differences in students' abilities, interests, and learning styles in the context of grammar learning (through observation, simple assessments, and informal interactions). Meaningful activities carried out by students in the classroom must also be differentiated based on the readiness, interests, and learning profiles of students.

Teacher Preparation in Differentiated Learning to Improve Students' Understanding of English Grammar at SMK Negeri 6 Palembang

In this study, teachers have planned and prepared various materials, activities, and assessments to accommodate the different learning needs of students. Such as the results of the assessment through the results of the initial assessment at the beginning of the semester, observations of student activity, giving assignments, tests, and questions and answers/opening questions used by teachers to determine content, learning grouping, methods, and learning products according to students' learning styles in differentiated learning. This is in accordance with the opinion of Wu et al. (2022) that cognitive diagnostic assessment produces basic information about a subject, such as the level of initial knowledge, learning methods, and stages of mastery of literacy and numeracy competencies, which are the minimum competencies required by students to be able to learn. According to Hakim et al. (2023), data from the assessment then becomes the basis for teachers in designing the curriculum, especially in preparing the Learning Implementation Plan (RPP). In preparing the RPP, teachers consider the strategy for presenting material or content, the classical learning process, learning activities in groups, individual learning approaches, and methods for assessing learning products. At the end of the learning activity, the teacher conducts a summative assessment.

Curriculum analysis is also very necessary to support the preparation of this differentiated learning. The analysis of the curriculum and competencies to be achieved in these steps includes determining learning objectives as a basis for planning, designing assessment forms and materials, and determining learning strategies from the beginning to assessment. After mapping the needs of students, the next step for teachers is to design a learning implementation plan that is responsive to those needs. Given the differences in learning styles among students, teachers develop various learning media. For example, lesson materials are integrated into existing song lyrics to accommodate auditory learning styles. For visual learning styles, materials are presented through writing and pictures. Meanwhile, students with kinesthetic learning styles learn through games or projects that require direct involvement (Naibaho, 2023). The individual needs of students are the most important aspect that teachers must prioritize in differentiated learning. To gain a deep understanding of these needs, teachers need to map student needs.

The results of this mapping are then used as the basis for compiling learning device designs. Compiling good learning devices will be able to improve student learning outcomes. So teachers must master the process and mechanisms of compiling devices in order to create a meaningful learning process that is in accordance with the applicable curriculum (Sugiyanto & Erviana, 2022). Based on the results of this research interview with the informant, student code S1 (low ability) explained that media such as videos or images helped because they were easier to understand than books. In code S2 (moderate ability), he explained that he liked it when the teacher used PowerPoint or examples from the world of hotel work.

Implementation of Differentiated Learning to Improve Students' Understanding of English Grammar at SMK Negeri 6 Palembang

Based on the analysis of the group learning experiences of students at SMK Negeri 6 Palembang, it can be concluded that the effectiveness of group learning in understanding grammar varies greatly and is influenced by several factors. Student experiences show polarization: some students (such as students 2, 3, 5, and 6) feel significant benefits from group learning, especially when groups are divided based on ability or when they have the opportunity to ask questions, discuss, and get explanations from peers who act as tutors. According to Crompton et al. (2020) Fauzi, comfort and happiness are often felt by humans in groups or relationships with individuals who have similarities. Similarities, including in brain wave patterns, can trigger feelings of comfort. This condition facilitates more effective communication so that messages from one individual to another can be received well. In differentiated learning, group formation should not always be homogeneous. In fact, it is highly recommended to form heterogeneous groups so that the potential of each student in the group can support and complement each other.

According to Thapliyal et al. (2022), learning difficulties are a mismatch between students' abilities in achieving the expected learning achievements. So that the value obtained is below the criteria or rules that have been set. In addition, learning difficulties can also be interpreted as a condition where students cannot learn due to obstacles, constraints, or disturbances in their learning caused by factors that exist within themselves or outside the students themselves. The implication of this finding for differentiated learning management is the importance of teachers considering the heterogeneity of students' experiences and preferences for group learning. Grouping strategies based on abilities that are perceived positively by some students need to be considered. In addition, it is important to create an inclusive group learning atmosphere and support the active participation of all students, including those with lower levels of understanding or self-confidence.

The value of self-confidence is very large because it can increase an individual's internal drive to start and persist in achieving goals, even though obstacles and trials continue to test their will. Enthusiasm is widely considered the main key to achieving

various successes, including winning awards, appearing in front of the class during group presentations, successfully giving opinions, daring to ask teachers and peers, writing portfolios, and so on. The use of peers as tutors and the combination of theory and practice in grammar learning have great potential in the context of differentiated learning at SMK Negeri 6 Palembang. Therefore, teachers can utilize this variety of group learning experiences as one of the considerations in designing differentiated learning strategies that are more effective and responsive to students' individual needs.

Evaluation of Differentiated Learning to Improve Students' Understanding of English Grammar at SMK Negeri 6 Palembang

Students' understanding of grammar material varied significantly. Students with low ability (Students 1 and 4) showed difficulty in understanding grammar rules, felt confused by the teacher's explanation, which was considered too fast, or lacked practice, and quickly forgot the material. In contrast, students with high ability (Students 3 and 6) showed good understanding, considered grammar as an important key to speaking English correctly, and felt that the teacher's teaching methods were effective. Students with medium ability (students 2 and 5) showed inconsistent understanding, depending on the level of difficulty of the material. The relevance of grammar material to students' lives was also felt differently. Hospitality students (students 2 and 6) were more aware of the relevance of grammar for future work needs, such as formal communication in hotels. Meanwhile, culinary students (students 1, 3, and 5) saw the relevance of grammar in a more general context, such as writing and speaking English correctly or even providing suggestions for applying grammar in writing English recipes (Safira & Azzahra, 2022).

Applying concepts in various situations is a challenge, especially for low-ability students who have difficulty understanding basic concepts. Suggestions from students indicate that the use of visual media (videos, images, animations), games, and direct practice (roleplay, recipe writing, presentations) can help them apply grammar concepts in more real and interesting contexts. Analysis of success shows that high-ability students tend to understand materials that are explained in detail and gradually and utilize additional learning resources such as interactive digital books and online exercises. Low- and medium-ability students find it difficult to explain too quickly, lack practice, and materials that are considered abstract. Coping strategies expressed by students include discussions with friends (in study groups), seeking visual aids, and expecting a more patient and relaxed teaching approach. Although not explicitly mentioned in the interviews regarding portfolios, students' desire for direct practice and projects (such as recipe writing or presentations) indicates the potential for portfolios based on practical tasks to be a relevant way to demonstrate their skill progress. Presentation of learning outcomes in class was also suggested by students as a way to make learning more interesting and applicable.

Student engagement and motivation in grammar learning are greatly influenced by the methods and media used by the teacher. Monotonous lecture and practice methods tend to be less preferred by students with low and medium abilities. In contrast, the use of visual media, games, interactive quizzes, and examples from the world of work (especially for hospitality students) can increase engagement and motivation to learn. Group learning has a variety of experiences for students. For some students (Students 2, 3, and 5), group learning helps because there is an opportunity to discuss, ask questions, and learn from each other. However, for other students (Students 1 and 4), group learning actually makes them passive because of confusion or lack of self-confidence. Related to the issue of lack of self-confidence, one student stated that difficulty in English made him “not confident when meeting his friends who are fluent.” This is similar to the findings of a 2017 study on student attitudes towards English learning in private vocational schools in Palembang.

The learning strategies used by students varied. Students with high abilities tended to utilize independent learning resources such as digital books and online exercises. Students with average abilities relied on teacher-provided practice questions and group discussions. Students with low abilities tended to need visual aids and a slower, more patient teaching approach. Feedback from teachers, such as through Q&A in class, was considered quite helpful by students with average abilities. Students’ suggestions for more interactive and contextual learning indicated their desire for learning strategies that were more engaging and relevant to their interests and majors.

Although specific product assessments were not discussed in the interviews, students’ suggestions for integrating hands-on practice, roleplay, recipe writing, and presentation projects implied a preference for assignments that produced real and applicable products. Continuous feedback from teachers throughout the learning process is expected to help students improve their learning outcomes and encourage creativity in applying grammar concepts in contexts relevant to their majors. Applying learning that is relevant to students’ lives helps increase students’ interest and motivation to learn because they can see the practical value of what is learned in class. In addition to evaluating the forms of differentiated learning, there are obstacles in implementing differentiated learning according to the curriculum vice principal. The obstacle is that school facilities are less supportive because this differentiated learning is adjusted to the needs of students, where examples of learning are listening and school projectors that sometimes the entire class does not get a projector or supporting media in learning. And sometimes, in some classes, there are projectors that are broken or cannot be used. So that learning is still carried out simply and traditionally in certain classes.

The implementation of differentiated in teaching grammar in the classroom at SMK Negeri 6 Palembang is realized through collaborative activities, discussions, group work, providing choices of types of questions/activities, and providing materials with different levels (basic, intermediate, and advanced). The media and methods used are

diverse, including PowerPoint, text analysis, presentations, group discussions, gaming, projectors, applications such as Quizlet/Quizzes, role play, PBL (Problem-Based Learning), videos, Google Forms, interactive whiteboards, audio listening, flashcards, LKS, and online platforms. According to Krismayoni & Suarni (2020), LKS is used as a means to optimize student learning outcomes and increase student involvement in the teaching and learning process.

Students' responses to differentiated grammar learning were generally positive, showing enthusiasm, learning comfort, and increased self-confidence. However, challenges faced include the diversity of student abilities that make it difficult to implement, flexibility in teaching time, lack of students' independent learning habits, and classroom management during group work. Evaluation of grammar learning outcomes is carried out through oral reading results, understanding of tenses, written tests, oral tests, process and outcome assessments, self- and peer assessments, and assignment portfolios. The effectiveness of this strategy is considered moderate to quite effective, with the note that differences in students' abilities in understanding the material are still a determining factor. The use of technology in education is currently widely used, especially by teachers who are in the young category. The use of technology here can be in the form of hardware, usually called "hardware," or software, which we usually call "software." Hardware devices here can be computers or laptops, LCD projectors, sound, and so on. While software devices can be in the form of e-books, websites, Microsoft tools, and many more. Classrooms equipped with adequate hardware and software, such as computers, projectors, and stable internet access, will help teachers deliver material interactively and interestingly to students (Rokhmah et al., 2024).

The use of these things can also be combined so that the learning created is more interesting. The use of new media will increase students' learning motivation. This is because students are usually more interested in learning new things in their lives. The need for evaluation is carried out from student perceptions so that the weaknesses of differentiated English grammar learning do not impact future learning. So to prevent unwanted things, teachers and students discuss and provide feedback after learning is complete or at the end of the semester. Feedback is very necessary. It is explained Mardhiyah et al. (2024) that feedback is a way for educators to help students understand learning by responding to the results of learning that is carried out until students master the material that has been delivered. It is also emphasized Oktaviani & Gusmaneli (2024) that the feedback strategy can be one of the options used in the teaching and learning process because this strategy emphasizes the evaluation aspect and material understanding tests at the end of teaching. In the teaching and learning process, students and teachers must collaborate and have sufficient ability, time, and commitment to realize the maximum teaching and learning process to achieve the goals or objectives of teaching and learning that have been planned and determined.

Based on the results of interviews with English teachers and curriculum vice principals regarding the evaluation of English grammar differentiated learning, the researcher concluded that support from schools and the implementation of differentiated learning were considered varied, from supportive to still minimal and dependent on teacher initiative. The hope for the future is that there will be more support from schools in the form of special training, collaboration between teachers, provision of adequate facilities, and forums for sharing experiences between teachers. Overall, teachers hope that differentiated learning can be more easily accepted by students even with limited time. Through training on the implementation of educational game approach technology in differentiated learning, teachers are expected to be able to make positive contributions to schools and communities through this community service activity. This training also aims to empower teachers to create digital learning media based on educational games that are more interactive and interesting, which are expected to increase student learning motivation and provide more detailed and targeted feedback.

D. Conclusion

Based on the researcher's analysis of teacher preparation in differentiated learning, it was revealed that teachers at SMK Negeri 6 Palembang face significant challenges related to time in preparing differentiated learning materials. The statement that "There is quite a lot of time to prepare materials" indicates that the process of preparing materials that are appropriate to the needs of various students, including adjusting the level of difficulty and learning style, requires a lot of dedication and time allocation. However, this effort shows the teacher's commitment to presenting materials that are relevant and accessible to each student, regardless of their initial level of understanding of English grammar. This thorough preparation reflects the teacher's awareness of the importance of detailed planning to accommodate individual student differences, despite existing limitations.

The results of the interviews clearly show the positive impact of implementing differentiated learning on classroom dynamics and student motivation. Teachers reported that students "look happier and feel that their learning activities are not boring" and "are more active in asking questions." This is a significant indicator of success, because a fun and interactive learning atmosphere is key to increasing student engagement, especially in materials that are often considered difficult, such as grammar. The activeness of asking questions shows that students feel comfortable exploring and overcoming their confusion, an expected outcome of a student-centered differentiated approach. However, behind this success, there are challenges that need to be considered, namely, "Sometimes students are not disciplined in group work." This highlights that although differentiated learning is able to trigger interest and participation, classroom management, especially in collaborative activities, remains an area that requires attention and effective management strategies from teachers.

This evaluation aspect does not only focus on the final results but also covers the students' learning process holistically. The teacher explained that the evaluation was carried out not only "from test scores but also from activeness and assignment portfolios." This multi-aspect evaluation approach is very relevant to the philosophy of differentiated learning that values various forms of student progress. This approach has proven to be "very helpful, especially for students who are weak in grammar," because it allows them to "better understand the material gradually." This suggests that flexible, process-oriented assessments provide space for students to demonstrate their understanding in a variety of ways, not just through standardized tests. However, support from schools is still a hope for teachers. The statement that support is "still minimal" and "most of the initiatives come from teachers themselves" underscores the need for more attention from schools, both in the form of "training and provision of learning facilities." Stronger institutional support would greatly assist teachers in implementing and refining this differentiated learning strategy on an ongoing basis so that the full potential of this approach can be fully realized.

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