**JELTE: Journal of English Language Teaching and Education**

**Vol. 6 No. 2 (2025)** **E-ISSN: 2746-5012**

# LEARNING ENVIRONMENT OF DIFFERENTIATED INSTRUCTION AS A TOOL FOR FOSTERING STUDENT ENGAGEMENT

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***Abstrak***

*Penelitian ini menyelidiki penggunaan pengajaran berdiferensiasi dalam lingkungan belajar sebagai alat untuk menumbuhkan keterlibatan siswa dalam konteks Kurikulum Merdeka di SMP Negeri 13 Kota Pontianak. Penelitian ini bertujuan untuk menyelidiki lingkungan pembelajaran dengan instruksi berdiferensiasi yang digunakan oleh guru di SMP Negeri 13 Pontianak dalam konteks Kurikulum Merdeka dan mengeksplorasi bagaimana lingkungan pembelajaran ini membantu guru menumbuhkan keterlibatan siswa. Peneliti menggunakan pendekatan studi kasus kualitatif, dengan data yang dikumpulkan melalui wawancara guru, kuesioner siswa, dan analisis dokumen modul pembelajaran. Hasil penelitian menunjukkan bahwa guru menerapkan lingkungan belajar yang berbeda melalui strategi-strategi seperti model moving class, pembelajaran berbasis minat, dan media pembelajaran yang bervariasi. Strategi-strategi ini menciptakan lingkungan yang mendukung yang memenuhi kebutuhan siswa yang beragam dan meningkatkan keterlibatan dalam tiga aspek utama: perilaku, emosional, dan kognitif. Pengaturan ruang kelas yang fleksibel, hubungan guru-siswa yang positif, dan pilihan pembelajaran mendorong siswa untuk lebih aktif, termotivasi, dan bertanggung jawab dalam proses pembelajaran. Studi ini menyoroti efektivitas pengajaran berdiferensiasi dalam menciptakan lingkungan belajar yang adil dan responsif.*

***Kata Kunci:*** *pengajaran berdiferensiasi, keterlibatan siswa, Kurikulum Merdeka, pengajaran bahasa Inggris, studi kasus kualitatif*

**Abstract**

This study investigates the use of differentiated instruction in the learning environment as a tool for fostering student engagement within the context of Kurikulum Merdeka at SMP Negeri 13 Kota Pontianak. This research aims to investigate the learning environment of differentiated instruction used by teachers at SMP Negeri 13 Pontianak in the context of Kurikulum Merdeka and explore how this learning environment helps teachers foster student engagement. The researcher employed a qualitative case study approach, with data collected through teacher interviews, student questionnaires, and document analysis of teaching modules. The findings show that the teacher implemented a differentiated learning environment through strategies such as the moving class model, interest-based learning, and varied learning media. These strategies created a supportive environment that met diverse student needs and enhanced engagement across three key aspects: behavioral, emotional, and cognitive. A flexible classroom setting, positive teacher-student relationships, and learning choices encouraged students to be more active, motivated, and responsible in the learning process. This study highlights the effectiveness of differentiated instruction in creating an equitable and responsive learning environment.

**Keywords:** differentiated instruction, student engagement, Kurikulum Merdeka, English teaching, qualitative case study

## INTRODUCTION

Curriculum plays a crucial role in shaping educational systems worldwide, constantly evolving to meet the changing needs of students and society. As education shifts toward more student-centered approaches, many countries, including Indonesia, have adapted their curricula to foster greater flexibility and inclusivity. In Indonesia, *Kurikulum Merdeka* is one such adaptation, emphasizing provides greater autonomy to teachers and schools, allowing them to design learning experiences that are both flexible and contextually relevant to students' needs. This curriculum was introduced through the *Sekolah Penggerak* program, which marks the seventh episode of the Ministry of Education, Culture, Research, and Technology's large *Merdeka Belajar* program, with *Sekolah Penggerak* as a pilot project for the *Kurikulum Merdeka* (Nurjanah & Syamsudin, 2023). This means that in *Sekolah Penggerak*, the implementation of *Kurikulum Merdeka* is more optimized compared to other schools that do not participate in the program.

However, one of the challenges faced in learning is the low level of student engagement in the classroom. Student engagement plays an important role in the success of the teaching-learning process. It is reported in the literature that student engagement has a positive relationship with quality learning outcomes and learning achievement (Carini et al., 2006). Actively engaged students will be more motivated to learn, understand the boo better, and develop critical thinking skills. As stated by Anita et al. (2018), student engagement is important to examine and should be given full attention by teachers in schools so that the learning experience can be fully utilized by learners. Despite these insights, limited research has explored how *Kurikulum Merdeka*, with its emphasis on inclusive strategies, directly impacts student engagement, particularly in secondary education settings.

In this context, differentiated instruction emerges as a relevant approach to address the needs of students with diverse learning characteristics. Differentiated Instruction, as outlined in the *Kurikulum Merdeka*, aimed to address student engagement by catering to students' individual learning profiles and needs, thereby enhancing the overall quality of learning. Differentiated instruction allows teachers to customize the learning process based on students' abilities, interests and learning styles; thus, it creates a learning environment that supports student engagement. This kind of approach allows the teacher to modify teaching and learning process, so that the student get new experience through direct instruction.

This study will take place at SMP Negeri 13 Kota Pontianak, where a unique case will be observed. The case involves an English teacher who applies differentiated instruction across eight classes, with four classes for 8th-grade students and four for 9th-grade students. The teacher's ability to implement differentiated instruction in all of these classes is a notable aspect of this study, considering the complexity of such an approach. One example of the teaching method used to foster an effective learning environment is the "moving class" strategy, where students rotate through different learning stations to engage with various aspects of the lesson. This research highlights the particular unique that the teacher's approach to managing and adapting instruction to diverse student needs.

This research will emphasize on learning environment as one of the types of differentiated instruction. Research indicates that the learning environment plays a crucial role in shaping student character, promoting creativity, and enhancing active engagement in the learning process (Nurdin, 2020). Therefore, in this study, the teacher used one of the learning environment methods called moving class. Teachers play a central role in establishing such an environment by acting as mentors and motivators, facilitating meaningful interactions between students and various learning resources, which helps deepen their understanding and engagement (Arianti, 2019). Therefore, the implementation of this learning environment from teachers can significantly help student engagement in the teaching and learning process. The importance of the learning environment in fostering student engagement and achievement is further explored by Zamani et al., (2022), The study highlights that the learning environment is not only crucial for physical and emotional support but also for the selection of appropriate teaching methods.

The novelty of this research lies in the unique exploration of how the differentiated teaching approach in Merdeka Curriculum affects student engagement in junior high school English classes. While previous research has examined the implementation of Merdeka Curriculum and differentiated learning, it has not thoroughly investigated the direct impact of learning environments, such as the moving class model, in fostering student engagement. By focusing on the relationship between the learning environment, differentiated learning and student engagement, this study aims to fill that gap by examining how Differentiated Instruction can be used as a tool to enhance student engagement in English learning at the junior high school level.

There are many aspects involved in student engagement. Fredricks et al., (2004) stated that student engagement encompasses three dimensions: Behavioral engagement

refers to active participation in academic and extracurricular activities. Participating in class discussions, attending school, and joining school organizations or sports clubs are examples of behavioral engagement. Emotional engagement includes positive and negative reactions to teachers, classmates, learning materials, and the school environment. These emotional responses can foster a strong bond with the educational institution and influence its intention to complete the program. Cognitive engagement refers to the investment of effort required to understand and master the topic being studied. It includes the thinking strategies and metacognitive skills necessary for effective learning.

This study focuses on the implementation of differentiated instruction at SMP Negeri 13 Pontianak, an institution where an English teacher employs this strategy across eight classes, covering both 8th and 9th-grade levels. The unique application of differentiated instruction in this setting, particularly the use of moving class, presents an opportunity to investigate how such teaching strategies impact student engagement. The purpose of this study is twofold: (1) to explore the learning environment created by differentiated instruction within Kurikulum Merdeka at SMP Negeri 13 Pontianak, and (2) to evaluate how this environment contributes to fostering student engagement. By examining the intersection of differentiated teaching, student engagement, and the Kurikulum Merdeka framework, this research seeks to provide valuable insights into the effectiveness of differentiated learning environments in enhancing student motivation and participation.

## METHOD

This study employed a qualitative case study approach to explore the differentiated learning environment implemented by English teachers and its impact on fostering student engagement. As stated by Yin (2018), investigates a contemporary phenomenon (the “case”) in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident. A qualitative case study approach was deemed ideal for investigating contemporary phenomena in their real-world context, as it allowed for a deeper understanding of how differentiated instruction was applied in practice and its effects on student engagement. Researcher collect data in terms of understanding and behavior of research participants in real-life contexts (Creswell & Poth, 2016). The participants in this study included two groups: English teachers who had implemented differentiated instruction and students from grades 8 and 9 who were taught by these teachers. The teachers shared their experiences and strategies for creating an inclusive and

engaging learning environment, while the students provided insights into how these strategies influenced their engagement in the classroom.

Data for this study were collected using a combination of semi-structured interviews, document analysis, and questionnaires. Semi-structured interviews were conducted with the teachers to explore their perceptions of differentiated instruction and how it affected student engagement. The interviews allowed for in-depth discussions of the teachers' strategies, classroom management techniques, and views on student engagement. Additionally, teaching-related documents such as lesson plans, curriculum guides, and teaching materials were analyzed to examine how differentiated instruction had been implemented in the classroom. This document analysis helped to understand the specific practices that the teachers employed to create a differentiated learning environment. Lastly, questionnaires were distributed to students to gather their perspectives on differentiated instruction and its impact on their engagement in English lessons. The questionnaires included Likert scale questions that assessed various aspects of student engagement, such as participation, emotional reactions, and motivation.

The data from the interviews and document analysis were analyzed using thematic analysis, which involved identifying key themes and patterns within the data. This process included familiarizing with the data, generating initial codes, grouping related codes into broader themes, and refining the themes to ensure they accurately reflected the research questions. The final themes were then used to write a detailed report of the findings. For the questionnaire data, responses were grouped according to the frequency of each score on the Likert scale, and percentages were calculated to interpret patterns in student engagement.

To ensure the validity of the research instruments, content validity was assessed by consulting experts in the field. The interview guides, documents, and questionnaires were reviewed by these experts, who confirmed that the instruments effectively addressed the research questions. The instruments were revised based on expert feedback before being used in the study. Ethical approval for the research was obtained from the school and the university, and informed consent was obtained from all participants. Confidentiality was maintained throughout the study, and interviews were conducted in private. The students' responses to the questionnaires were anonymized to protect their privacy.

By using these data collection methods, this study aimed to provide a comprehensive understanding of how differentiated instruction was implemented in English classrooms and its role in fostering student engagement. The combination of interviews, document analysis,

and student questionnaires allowed for a robust analysis of the research questions, offering valuable insights into the effectiveness of differentiated learning environments in enhancing student engagement.

## RESEARCH FINDINGS AND DISCUSSION

The findings of this research revealed that the English teacher at SMP Negeri 13 Pontianak implemented a differentiated learning environment that significantly influenced students' behavioral engagement. This engagement was observed through students' active participation, regular attendance, involvement in group activities, attention during lessons, and consistent efforts in learning. The teacher emphasized the importance of understanding each student's interests and abilities to design learning activities that are student-centered. By using strategies such as outdoor learning, group presentations, and individualized support, the teacher created an environment where students felt motivated and involved.

Additionally, out-of-class activities helped students connect learning with real-life experiences, further encouraging engagement. The teacher's personalized approach, including explaining the learning objectives clearly and building positive relationships with students, fostered a classroom atmosphere where students were more willing to participate and put effort into their learning. These qualitative findings were supported by the results of a questionnaire distributed to 80 students, which quantitatively reflected positive responses regarding behavioral engagement in the differentiated learning environment.

**Table 4.1 Results of Behavioral Engagement Questionnaire**

| No. | Items | Score | Percentage |
|---|---|---|---|
| 1 | Students' participation | 487 | 76.09% |
| 2 | Out-of-class educational activities | 494 | 77.19% |
| 3 | Students' attendance | 534 | 83.44% |
| 4 | Taking an active part in classes | 505 | 78.91% |
| 5 | Paying attention to classes | 491 | 76.72% |
| 6 | Making efforts | 496 | 77.50% |
| **Total Average Percentage** | | | **78.31%** |

Based on the table above, the responses from 80 students to the 6 items representing the behavioral engagement indicator resulted in a total average percentage of 78.31%, which is categorized as "Strong". With good average scores across all these aspects, it can be concluded that the teaching method implemented can encourage student engagement in a more thorough and interactive way. Student engagement in the teaching and learning process can be further enhanced by creating interesting and relevant activities both inside and outside the classroom. It also shows the importance of a more personalized and interest-based

approach in designing learning activities. These results indicate that the majority of students showed a high level of behavioral engagement during the learning process. The consistently high scores across these indicators reflect that most students not only attend class regularly but also actively participate and show effort in their learning, both inside and outside the classroom environment. Therefore, it can be concluded that the behavioral aspect of student engagement in this study is strong and supports the effectiveness of the learning environment created by teachers.

In the teaching module strategy, the teaching strategies implemented by teachers in this teaching module are effective in encouraging students' behavioral engagement. Through observing, questioning, and gathering information, teachers succeed in creating a learning environment that encourages students to actively participate, pay attention to the material, and strive to understand and explore the topics taught. By providing space for students to ask questions, discuss, and seek further information, teachers succeed in increasing student involvement both in the learning process in class and through the utilization of existing learning resources. This strategy not only encourages students to engage in learning but also helps them in developing critical and collaborative thinking skills.

The findings of this research also revealed that the English teacher at SMP Negeri 13 Pontianak implemented a differentiated learning environment that positively influenced students' emotional engagement. This aspect of engagement was reflected through students' positive feelings, emotional reactions, and reduced negative emotions during the learning process. The teacher consistently created a safe and supportive classroom atmosphere by emphasizing empathy, emotional safety, and mutual respect. Students were encouraged to express themselves freely without the fear of being judged or punished for making mistakes. By incorporating collaborative group work and providing space for student voice, the teacher allowed students to feel emotionally connected to the content and to one another. These efforts helped minimize negative emotions such as anxiety or fear, and instead promoted a sense of belonging and comfort in the classroom. Supporting this, the questionnaire results gathered from 80 students showed that emotional engagement indicators reached an overall percentage of 76.25%, categorized as "Strong."

**Table 4.2 Results of Emotional Engagement Questionnaire**

| No. | Items | Score | Percentage |
|---|---|---|---|
| 1 | Students' positive emotions | 498 | 77.81% |
| 2 | Students' negative emotions | 461 | 72.03% |
| 3 | Students' emotional reaction including their attitudes, relationship, and values to teachers/peers, course content, and class. | 773 | 80.52% |
| **Total Average Percentage** | | | **76.79%** |

Based on the table above, the responses from 80 students who agreed with 3 items containing the emotional engagement indicator were calculated to have a total of 76.79%, which is categorized as "Strong". Overall, although there were some challenges with students' negative emotions, the high averages on emotional reactions and positive emotions suggest that students' emotional engagement in learning is already quite good. To further improve this emotional engagement, it is important for teachers to continue to maintain a positive classroom atmosphere and provide support for students who may feel anxious or uncomfortable. These results indicate that the majority of students showed a high level of emotional engagement during the learning process. The three items assessed include students' positive emotions, students' negative emotions and students' emotional reaction including their attitudes, relationship, and values to teachers/peers, course content, and class in learning activities. This highlights the strong emotional connections and positive attitudes that students have developed toward various aspects of their learning environment. Taken together, these findings indicate that emotional engagement plays an important role in supporting student participation and connection in the classroom, contributing to a positive and engaging learning experience overall.

In the teaching module, to promoting emotional engagement, the teacher begins by ensuring that students are physically and mentally prepared for the lesson, starting with a prayer, checking attendance, and making sure that the classroom is clean and organized. By preparing students physically and psychologically before learning, teachers succeed in creating an atmosphere that supports students' emotional engagement. Through activities such as praying together, checking attendance, and understanding relevant material, students feel valued and motivated to engage in learning. In addition, through questions and answers and clear delivery of learning objectives, teachers help students feel more connected to the material to be learned, creating a sense of confidence and enthusiasm to take part in learning activities.

Meanwhile, engagement was observed through students' increased motivation, active participation in class, and self-regulation in learning activities. The teacher's use of strategies

such as offering choices in assignments, providing personalized feedback, and creating opportunities for students to set their own learning goals led to a more engaging and stimulating classroom atmosphere. The environment allowed students to feel more in control of their learning, which enhanced their investment in the tasks and encouraged them to think critically about the material.

Additionally, students' ability to plan and organize their learning, as well as their improved self-regulation, were key indicators of cognitive engagement. The questionnaire results, which were distributed to 80 students, supported these findings. A significant majority of students (85%) reported high levels of cognitive engagement, particularly in areas such as valuing learning (83%) and setting learning goals (80%). The responses indicated that students felt more motivated and invested in their learning process, with 78% of students affirming that the learning activities helped them improve their self-regulation. These qualitative findings were aligned with the quantitative results from the questionnaire, which reflected positive responses regarding cognitive engagement in the differentiated learning environment.

**Table 4.3 Results of Cognitive Engagement Questionnaire**

| No. | Items | Score | Percentage |
|---|---|---|---|
| 1 | Students' planning | 201 | 62.81% |
| 2 | Students' investment | 301 | 94.06% |
| 3 | Students' valuing learning | 187 | 58.44% |
| 4 | Students' learning motivation | 289 | 90.31% |
| 5 | Students' learning goals | 200 | 62.50% |
| 6 | Students' self-regulation | 296 | 92.50% |
| **Total Average Percentage** | | | **76.77%** |

Based on the data presented in the table, the responses of 80 students on six items related to cognitive engagement resulted in an average percentage of 76.77%, which falls into the "Strong" category according to the criteria in Table 3.2. However, there are some areas that need further attention. Students' investment obtained the highest score with a percentage of 94.06%, which shows that students are very involved and put a lot of effort in learning. They feel motivated to participate in the activities provided. Students' self-regulation also shows a high score of 92.50%, indicating that most students are able to regulate themselves in the learning process, including in terms of following the rules and achieving their learning goals. However, there are some areas with lower scores. Students' planning and students' learning goals scored 62.81% and 62.50% respectively, indicating that some students may not have clearly thought about or planned their learning goals. Students' valuing learning scored 58.44%, indicating that some students may not fully

understand or appreciate the importance of the subject matter in the context of their daily lives. Overall, although there are areas for improvement, such as lesson planning and valuing learning, the high scores on students' investment, motivation to learn and self-regulation indicate that students overall have good cognitive engagement. To further improve students' cognitive engagement, a more focused approach on developing their learning plans and goals may be needed.

In the teaching module, the learning are very instrumental in increasing students' cognitive engagement. At the Associating stage, the teacher helps students to connect various information and analyze the concepts that have been learned, strengthening their understanding of the material. Students are given the opportunity to discuss the relationship between the concepts, which deepens their critical thinking process. In the Communicating stage, students are given the space to convey the results of their learning, both orally and in writing, which allows them to reflect on their understanding and clarify and deepen their knowledge through discussion and responses to their peers' presentations. These two stages together strengthen students' cognitive engagement in learning, allowing them to think more deeply and connect with the material more significantly.

The findings from this study reveal that teachers at SMPN 13 Pontianak implement a differentiated learning environment in accordance with the principles of *Kurikulum Merdeka*, primarily through various strategies designed to meet students' diverse needs, interests and abilities. One strategy that stands out is the use of the “moving class” model, which is in line with the concept of a differentiated learning environment as described in the literature review. This model allows students to engage with different aspects of the lesson in various settings, thus fostering a flexible and engaging classroom atmosphere. The application of methods such as moving class used by teachers also plays a big role in increasing student engagement. In this learning, students are moved to different places according to their needs and the level of difficulty of the material, so that they can focus more and be actively involved in any given activity. In this way, students are not only physically present in class, but also show deeper engagement through their active participation in every discussion and task given by the teacher.

Overall, the differentiated learning environment implemented by teachers not only supports the academic growth of students but also promotes their emotional and social development, in line with the broader aims of *Kurikulum Merdeka.* By focusing on students’ diverse needs, interests, and abilities, teachers successfully foster a learning environment

that enhances students' engagement across multiple dimensions. In terms of behavioral engagement, teachers apply various learning models, such as group activities and outdoor observations, to ensure active participation and motivation. Emotional engagement is fostered through the creation of a supportive and comfortable classroom atmosphere, where students' interests are considered, positive relationships are built, and emotional needs are respected. Cognitive engagement is strengthened by encouraging students to plan, invest in their learning, value the material, set learning goals, and practice self-regulation through differentiated tasks and reflective activities.

In conclusion, the different learning environments implemented by teachers successfully foster student engagement in multiple dimensions. The combination of freedom, structured guidance, and personalized instruction creates a classroom where students not only enjoy learning, but are also actively and cognitively engaged in the process. Overall, the differentiated learning environment implemented by the teachers not only succeeded in improving students' behavioral, emotional, and cognitive engagement but also highlighted the importance of flexibility, personalization, and emotional support in teaching practices. These findings strongly support the theoretical underpinnings presented in this study and confirm the effectiveness of differentiated teaching in the context of *Kurikulum Merdeka.*

## CONCLUSION

The differentiated learning environment at SMPN 13 Pontianak successfully addresses the core idea that learning must be personalized to cater to individual differences among students. The findings confirm that when instruction, activities, classroom management, and assessments are differentiated thoughtfully, students are more likely to engage actively, feel emotionally connected, and invest cognitively in their learning journey. In summary, the learning environment of differentiated instruction implemented by the teacher was proven to be effective in fostering student engagement. This approach not only helped students to participate actively in learning but also supported their emotional well-being and encouraged them to take ownership of their learning journey.

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