THE ANALYSIS OF THE STUDENTS' CHARACTERISTIC TO ACHIEVE DIFFERENTIATED LEARNING IN ENGLISH AT THE EIGHTH GRADE OF SMP NEGERI 1 ALASA

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Abstract

Differentiated learning is Learning that facilitates and recognizes student diversity in learning, according to students' readiness, interests and learning characteristics. Differentiated learning has elements that support/facilitate the diversity of student characteristics. Student characteristics reflect patterns of behavior and abilities resulting from innate and social environments so that they determine the pattern of activity. The objectives of the research are to analyze the students characteristics to achieve differentiated learning in English at the Eight Grade of SMP Negeri 1 Alasa in 2024/2025. The research type is a descriptive method with a qualitative approach. The subjects of this research are students' characteristics to achieve differentiated learning in English at the eighth grade. The results of the research show that students have a diversity of characteristics in learning. The diversity of student characteristics can be the basis for implementing differentiated learning. The application of differentiated learning that is tailored to the learning characteristics of students' learning styles is an effective strategy to improve students' collaboration skills in learning English.

Keywords: differentiated learning, characteristics, students

INTRODUCTION

Learning process is an activity occurs between teachers and students where teachers teach knowledge to students and students receive or gain knowledge from the teacher. To achieve this goal, a teacher pays attention to the characteristics of students so that the learning process is interesting, and successful. Ramírez, (2019) stated that students' characteristics' is one of the variables in learning design wich is usually defined as the background experience possessed by students including other aspects of themselves such as general abilities, expectation of learning and physical and emotional characteristics of students that have an inpact on learning effectiveness. Janawi (2019) said that Students' characteristics are an important element in pedagogical competence so that they must be implemented in learning. Hanifah (2020) stated that these characteristics include various aspects such as: cognitive, emotional, social, physical development, and family and cultural background. Understanding students' characteristics helps educators design more effective approaches and strategies to meet the learning needs of each individual student. It can be stated that Student characteristics that can be identified as factors that greatly influence the learning process and outcomes are intelligence, initial ability, cognitive style, learning style, motivation, and socio-cultural factors. Information about the level of development of students' intelligence is needed as a basis for choosing learning components, such as learning objectives, materials, media, learning strategies and evaluation.

Hasanah (2022) explain differentiated learning is one of the options to implement meaningful learning for students, develop students' natural potential, create stability in the learning process, and recognize differences in individual potential. Instruction in differentiated learning uses diagnostic assessment data to modify curriculum and teaching strategies to respond to differences in readiness, interests, and learning profiles in order for students to be successful in learning. Nurjanah, et al (2023) said that differentiated learning is a way to identify talents, interests, and methods in teaching according to different learning styles of learners. Where teachers encourage learners' learning according to their needs, because each learner has different characteristics, therefore each learner cannot be treated in the same way. Differentiated learning is learning that emphasizes student diversity and will be able to do well if the teacher understands student differentiation..

Marlina (2019) said that differences in student characteristics can be seen physically, personality and behavior such as speaking and acting, doing assignments, solving problems, and so on. From the diversity of student characteristics, the most important thing that the teacher knows and understands is the student's ability and personality. Differentiated learning goals is to create a diverse class by providing opportunity to grab content, process an idea and improve each student's results, so that students will be able to learn more effectively. The purpose of differentiation is to provide services for each student to increase his potential for success in learning and achieve the expected goals in learning in the sense that students will understand and be able to implement it. Differentiation arises from the awareness of the different needs, abilities and desires of students as absolute things that must appear in learning. Rahayu (2021) underlined that differentiated learning is able to help students achieve optimal learning outcomes, because the products that will be produced are according to their interests.

In independent curriculum students' characteristics are an important element in pedagogical competence. Mastering the characteristics of students' is absolute for a teacher, even mastering these characteristics is one of the indicators of whether a teacher is professional or not. As a competency, students' characteristics are not only used as a cognitive variable, but students' characteristics are absolutely understood, mastered, and implemented in the learning process for educators at primary, secondary and tertiary education levels. Rahmadayanti (2022) said that an important point that characterizes the excellence of the *merdeka* curriculum is that it focuses on essential material so that there is a more meaningful and enjoyable deepening and development of competencies. And teacher independence to teach according to the stage of achievement and development of students and the authority of schools to develop and manage the curriculum. school authority to develop and manage the curriculum. So that the application of the application of learning in the merdeka belajar curriculum is learner-centered. This means, learning is directed towards the learner's person, experience, background, learning through project activities for character and competency development of the *pancasila* learner profile.

But in reality, in the school, in the teaching and learning process, a teacher does not pay attention to the characteristics of students so that the learning process does not achieve differentiated learning. For this reason, a teacher must know the characteristics of each student so that the differentiated learning process is achieved. With that before teaching a teacher first designs what strategies are used in learning so that the teaching and learning process can be fun. Based on the researcher's previous observation, the researcher found that

students' characteristics in learning English were still not optimal. One of the character values that is still not optimally applied is interest and talent. This is indicated by the fact that there are still students who are less capable in learning English. Therefore, the teacher's effort in knowing the student's characteristics is to conduct differentiated learning in learning English so that the student has an interest or talent in learning English.

Regarding to the explanation above, the researcher inspiring to conduct a qualitative research. A qualitative research is involves collecting and analyzing non-numerical data to understand concepts, opinion or experiences. As Anggito & Setiawan, (2018) in Pohan and Sirait (2021) explain that qualitative research is data collection naturally with the intention of interpreting the phenomenon that occurs where the researcher is the key, data collection is done positively and snowballing, the collection technique is triangulation (combined), data analysis is inductive/qualitative, and the results of qualitative research emphasize the meaning of on generalizations. The data collection techniques used in this research are observation, interviews and documentation.

In connection with the explanation above, researcher conducted research with the title "The Students' Characteristics to Achieve Differentiated Learning in English at the Eight Grade of SMP N 1 Alasa in 2024/2025"

METHOD

This study used a qualitative descriptive method aimed at understanding phenomena from the perspective of students and teachers. Data collection techniques included observation, interviews, questionnaires, and documentation. The subjects were eighth-grade students of SMP Negeri 1 Alasa. The researcher observed classroom interactions, students' behavior, learning engagement, and their responses to differentiated learning tasks. The Miles and Huberman model—data reduction, data display, and conclusion drawing—was used to analyze the findings.

Palmer, et. all (2018), say that qualitative research is an interpretative approach, which attempts to gain insight into the specific meanings and behaviours experienced in a certain social phenomena through the subjective experiences of the participants. Furthermore, according to Mohajan & Haradhan (2018) say that the purpose of qualitative research is to describe and interpret issues or phenomena systematically from the point of view of the individual or population being studied, and to generate new concepts and theories. This research uses descriptive qualitative method because this research aims to analyze the students characteristics to achieve differentiated learning in English.

FINDINGS

Based on the results of observation and questionnaire it is evident that characteristics of student has been integrated into English language teaching at SMP Negeri 1 Alasa, particularly in class VII. The researcher found that the most dominant character among eighth-grade students at SMP Negeri 1 Alasa is Choleric. In their daily activities, the students show traits associated with a choleric personality, such as confidence, honesty, creativity, tolerance, and receiving recognition. This character type appears to be the most prominent. The observation and questionnaire data show differences in characteristics of each student in learning English.

Table 1. Observation Checklist of Character Values in learning English

No	Character Values	Indicators	Meeting					Done	Undone	Frequency
			1	2	3	4	5			
1	choleric	Religious	✓	✓	✓	✓	✓	5	0	Always
		Creative	✓	✓	✓	✓	✓	5	0	Always
		Appreciating Achievement	✓	✓	✓	✓	✓	5	0	Always
		Honest	✓	✓	✓	✓	✓	5	0	Always
		Tolerance	✓	✓	✓	✓	✓	5	0	Always
2	plegmatic	Discipline	✓	✓	✓	✓	✓	5	0	Always
		Hard Work	✓	✓	✓	✓	✓	5	0	Always
		Independent	✓	✓	✓	✓	✓	5	0	Always
		Democratic	✓	✓	✓	✓	✓	5	0	Always
3	sanguinis	Curiosity	✓	✓	✓	✓	✓	5	0	Always
		National Spirit	✓	✓	✓	✓	✓	3	2	Always
		Patriotism	✓	x	x	✓	✓	3	2	Always
		Communicative	✓	✓	✓	✓	✓	5	0	Always
		Love of Peace	✓	✓	✓	✓	✓	5	0	Often
4	Melancholy	Love of Reading	✓	✓	✓	✓	✓	5	0	Always
		Environmental Care	✓	✓	✓	✓	✓	5	0	Always
		Social Care	✓	✓	✓	✓	✓	5	0	Always
		Responsibility	✓	✓	✓	✓	✓	5	0	Always

From the interview conducted on September, 2024, with an students, the researcher obtained relevant information. Based on the information obtained, In the Choleric personality type, some students tend to agree to the researcher's question that they are interested and participate in learning English. In the Plegmatis personality type some students tend to be less enthusiastic about learning when learning English but they still pay attention and follow the rules when learning English takes place. In sanguinis personality type students tend to forget easily in learning English but they always try to create a conducive learning atmosphere. In melancholic personality type, students tend to disagree if they finish the task on time, cannot analyze and also cannot manage time in learning. According (Danu Yunizar, 2021) the ability to solve mathematical problems possessed by students is different, especially students consist of various characteristics.

Table 2. Questionnaire Sheet of Students Character values in learning English

NO	QUESTIONS	SCORE			
		SA	A	DA	STS
A	**choleric**				
1	Praying before and after class.	28	0	0	0
2	Creating a learning environment that fosters creative thinking and action.	19	6	3	0
3	Displaying achievemen certificates and awards.	25	3	0	0
4	Providing a lost-andfound facility.	11	8	5	4
5	Treating all class members equally regardless of ethnicity, religion, race, social status, and economic status.	15	5	3	0
B	**Plegmatic**				
6	Encouraging punctuality.	12	8	5	3
7	Creating a healthy competitive environment.	15	7	2	2
8	Creating a classroom environment that allows students to work independently.	9	8	6	5
9	Making classroom decisions collectively through deliberation and consensus.	11	10	4	3
C	**Sanguinis**				
10	Creating a classroom atmosphere that invites curiosity.	7	8	8	5
12	Collaborating with classmates from different ethnic, social, and economic backgrounds.	13	7	4	4
13	Displaying: the president and vice president's photos, the national flag, the national emblem, Indonesia's map, and pictures of Indonesian life.	5	4	9	10
14	Rewarding students'works.	7	6	7	8
D	**Melancholys**				
14.	Allowing students to interact and collaborate in groups.	8	7	7	6
15	Creating a safe, comfortable, and peaceful classroom atmosphere.	5	4	10	9
16.	Providing a reading corner in the classroom.	9	8	6	5
17.	Conducting regular classroom cleaning activities.	6	4	6	12
18.	Encouraging students to complete assignments on time.	12	7	5	9

DISCUSSION

Based on the results of observation and questionnaire it is evident that characteristics of student has been integrated into English language teaching at SMP Negeri 1 Alasa, particularly in class VIII. This aligns with the Indonesian government's mandate that character education should be integrated into all subjects to shape individuals with strong character (Kemendikbud, 2019). The observation and questionnaire data show differences in

characteristics of each student in learning English. The characteristics of these characters and personality types include choleric, which has a dominant yellow bile. This type of choleric has a firm, fast nature, likes to lead and organize, does not easily succumb and give up, and is always goal-oriented. Plegmatis, which has a dominant lender fluid. This plegmatic type has a quiet but attentive nature, lack of enthusiasm, less organized, cold, will succeed well when under pressure from others and is a good listener. Sanguinis, which has a dominant blood fluid. This type of sanguinis has a forgetful nature, difficulty concentrating, disorganized, emotional, likes to talk and is easily famous. Melancholy That has a dominant black bile fluid. This type likes to think, is an analyst, is organized, neat, scheduled and arranged according to patterns, and is a perfectionist.

Based on the results of observations and questionnaires, the researcher found that the most dominant character among eighth-grade students at SMP Negeri 1 Alasa is Choleric. In their daily activities, students display choleric-related traits such as confidence, honesty, creativity, tolerance, and receiving recognition. This character type stands out the most. This finding is consistent with the study by Frida Murtinasari & Lutfiyah (2022), which shows that the choleric character appears at a high level and nearly reaches a perfect level. These findings indicate that students with a choleric personality have a very strong confidence when answering questions. This is in accordance with what Florence Littauer stated in her book Personality Plus that someone who has a choleric personality type is always open in expressing opinions and is always excited about everything he learns. Then in the choleric type we also get a low percentage of misconceptions. This is possible because a choleric student is a person who is classified as tenacious and does not give up easily (Agung Prawito, 2021).

Based on the findings from the observation and questionnaires distributed to students, English teachers in class VIII of SMP Negeri 1 Alasa have generally succeeded in analyzing character values in the learning process. In the Choleric personality type, some students tend to agree to the researcher's question that they are interested and participate in learning English. In the Plegmatis personality type some students tend to be less enthusiastic about learning when learning English but they still pay attention and follow the rules when learning English takes place. In sanguinis personality type students tend to forget easily in learning English but they always try to create a conducive learning atmosphere. In melancholic personality type, students tend to disagree if they finish the task on time, cannot analyze and also cannot manage time in learning. According (Danu Yunizar, 2021) the ability to solve mathematical problems possessed by students is different, especially students consist of various characteristics

Differentiated learning contains elements that support or facilitate the diversity of student characteristics. In learning activities during meetings 1 to 5, the researcher implemented differentiated learning by observing and identifying the learning process. The application of differentiated learning was carried out by facilitating students' learning processes. The diversity of student characteristics can serve as a basis for implementing differentiated learning. Implementing differentiated learning that is adjusted to students' learning characteristics, especially their learning styles, is an effective strategy to improve students' collaboration skills in learning English (Cahya et al., 2023).

CONCLUSION AND SUGGESTION

This study examines the characteristics of students in English language teaching at SMP Negeri 1 Alasa, especially in class VIII. Based on observations and questionnaires, it can be concluded that students have a diversity of characteristics in learning. The diversity of student characteristics can be the basis for implementing differentiated learning. The application of differentiated learning that is tailored to the learning characteristics of students' learning styles is an effective strategy to improve students' collaboration skills in learning English.

Based on the results of this study, several recommendations can be made to improve the implementation of character education in schools:

For English teachers: It is recommended that teachers further explore and detail the integration of character values that have not been fully applied, such as honesty and discipline, in their lesson plans. Emphasizing hands-on practice and using concrete examples in the teaching process can strengthen the internalization of character values among students. Additionally, teachers should receive further training on effective strategies for teaching character values and classroom management, incorporating the latest techniques in character education. For students: Students are encouraged to be more active in applying character values such as honesty, discipline, independence, love of the homeland, and responsibility in their daily lives. Participation in class management, following rules, being open to feedback from teachers, and collaborating with parents are crucial to supporting the character values taught at school. Students should also be encouraged to reflect on their behavior and performance regularly to understand how the application of character values affects their actions and interactions. For future researchers: The researcher hopes that the results of this study can serve as a reference for future researchers conducting studies on similar issues.

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