

IMPLEMENTATION OF DIFFERENTIATED LEARNING IN ANECDOTAL TEXT WRITING SKILLS: A CASE STUDY IN VOCATIONAL SCHOOLS

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ABSTRACT

Differentiated learning is learning that accommodates students' differences in learning activities in line with readiness, interests, talents, and learning styles. This study aims to describe the planning and implementation of differentiated learning in class X anecdotal text writing skills at SMK Sakti Gemolong. This research uses a descriptive qualitative method through a case study approach. Data sources are in the form of learning events and activities in the classroom, informants of Indonesian teachers and students, and documents. Sampling was done using *purposive sampling*. Data collection techniques are obtained through observation, interviews, and document analysis. Data validity by tracing sources and methods. Data analysis using interactive models. The result of the research is that the learning plan has been fulfilled conceptually. However, the implementation of learning has inconsistencies with planning, especially the differentiation of content, processes, and products. Meanwhile, assessments have included diagnostic, formative, and summative assessments, although they have not been optimally applied in differentiated learning in anecdotal text writing skills.

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INTRODUCTIONS

Education in Indonesia in 2022 will begin to implement the Independent Curriculum which prioritizes the freedom of learning of teachers and students with independent learning (Zakso, 2022:920). The emphasis on the Independent Curriculum is independent change, independent learning, and independent sharing (Rosminda & Fadriati, 2023:200). Therefore, schools, teachers, and students are given the freedom to learn to manage and direct the learning process.

In the implementation of the Independent Curriculum, schools are authorized to regulate the curriculum and learning in accordance with the applicable characteristics (Neliwati et al., 2023:118). For teachers, they are given the freedom to deliver material to students who are pursuing material achievement and paying attention to the development of students. For students, they are provided with the right to choose their own lessons that are in line with their interests and talents. This is the uniqueness of the Independent Curriculum with a learning process with differentiated flexibility.

Differentiated learning is based on the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 16 of 2022 concerning Process Standards in Early Childhood Education, Basic Education, and Secondary Education Levels Article 9 that the implementation of learning is held in a learning atmosphere that is (a) interactive; (b) inspiring; (c) fun; (d) challenging; (e) motivate students to participate actively; and (f) provide sufficient space for initiative, creativity, independence in accordance with the talents, interests, and physical and psychological development of students (Mislikhah, 2024:378). Based on these regulations, the learning process of all levels of education is carried out with an interactive, inspiring, fun, challenging, motivating, and providing enough space for initiative, creativity, and independence in accordance with the talents, interests, physical development, and psychology of students. However, not all educational units have implemented a flexible Independent Curriculum with differentiated learning in line with the needs of students (Fitriyah & Bisri, 2023:10008).

The lack of implementation of differentiated learning is associated with the following research results. First, research Muliani (2022) find any obstacles experienced by teachers in using *information technology*, teachers have not fully mastered the independent curriculum, as well as the limited media that encourages learning. Second, Umayrah & Wahyudin (2024) found limited resources, standardized curriculum, lack of knowledge and skills, large class sizes, limited time, diverse student abilities, and inadequate facilities. Therefore, there is a need for follow-up in differentiated learning applied in learning activities.

Differentiated learning is learning that accommodates, serves, and acknowledges students' differences when learning activities are in harmony with students' readiness, interests, and learning preferences (Carol Ann Tomlinson, 1999 in Swandewi, 2021:54). The importance of implementing differentiated learning for learning activities is because each student has uniqueness or diversity. This can be seen from each individual student who is enthusiastic in speaking and debating, but some other students are more prominent in writing activities. Thus, differentiated learning is needed for the uniqueness or diversity of students.

In differentiated learning, there are three aspects that need to be observed. These aspects consist of content, processes, and products. The content aspect, differentiated learning in the form of the choice of learning strategies or models to be implemented. The process aspect is a process in teaching and learning activities with the selection of the right method for implementation in the learning process. The aspect of differentiated learning products is that teachers facilitate products that will be made by students in line with students' interests and talents.

The subjects that require differentiated learning are Indonesian teaching materials for anecdotal texts. The subject has language skills that must be observed, namely the skill of writing anecdotal texts. Writing anecdotal texts is not only limited to containing entertaining cuteness, but there is a mandate conveyed to the audience. The skill of writing anecdotal texts is the process of pouring out the main ideas that contain humor and criticism creatively, as well as politeness (Setiani, 2025). However, the activity of writing anecdotal texts is not an easy activity to do, there are several obstacles experienced by students. Based on the problems in the field, students find it difficult to develop conflicts to write anecdotal texts. In addition, students often feel constrained in determining the elements of humor and criticism when writing anecdotal texts. This proves that writing anecdotal texts is one of the targets in learning achievements, especially in writing skills.

Differentiated learning in vocational high schools has the potential to prepare skills education based on work, independence, and the courage to learn. This can be done through school programs that are aligned with the needs of prospective graduates (Musa et al., 2023:195). In the vocational school environment, each student has differences in terms of background, academics, skills, and learning styles. Therefore, there is a need for the implementation of differentiated learning in vocational high schools.

One of the private vocational high schools that is quite a favorite and has a superior program in Sragen Regency is SMK Sakti Gemolong. The school has implemented the Independent Curriculum since the 2022/2023 school year and implemented differentiated learning in Indonesian subjects. However, differentiated learning in the school has not been maximized. It is said that it is not optimal because there are several obstacles such as the preparation of teaching modules and mapping the learning needs of students.

Some previous studies that focused on differentiated research. First, the research conducted Wuryani et al. (2023) focusing on differentiated learning of the teaching material of the story text in high school/vocational school in Semarang. The results of the analysis are that the application of learning strategies that are aligned with the learning styles of students is an effective strategy for learning stories. The application of differentiated learning, the text of the story is no longer perceived as an ancient text. The second research, conducted by Mohtar & Adi (2024) which focuses on differentiated learning with class VII procedural text teaching materials that find the implementation of

differentiated learning to make the learning process more enjoyable, and students are more active during classroom learning.

The third research was conducted Febrianti (2024) focusing on the implementation of differentiated learning efforts to improve *public speaking* in vocational high school. The results of the study show that differentiated learning optimizes the improvement of students' skills and understanding. Differentiated strategies to actualize quality, inclusive, and student-centered learning.

Based on the above researches, the novelty of this research is to focus on the subject matter of anecdotal texts in vocational high schools that has never been studied with a differentiation approach before. This research is expected to contribute to overcoming students' learning gaps and achieving learning objectives related to anecdotal text teaching materials. This is because there is an application of learning models that are considered less than optimal to overcome some uniqueness or diversity of students.

Differentiated learning is carried out to realize independent learning activities, thereby creating a pleasant atmosphere in harmony with their learning needs or interests. Students are more enthusiastic when learning activities and motivation to learn increase. Based on the problems that have been presented, this study aims to describe the planning and implementation of differentiated learning in the skill of writing anecdotal texts in class X in vocational schools.

METHOD

This type of research is qualitative descriptive through a case study approach. A case study is an empirical inquiry that examines phenomena in real-life contexts, where the boundaries between the phenomenon and the context are not clearly visible (Yin, 2018 in Nurahma & Hendriani, 2021:119). The purpose of the case study is to find out about something in depth.

The sources of research data are differentiated learning events and activities in the classroom, informants of Indonesian teachers and students, as well as documents in the form of teaching modules, student worksheets, student work results, learning outcomes, learning goal flow, and criteria for completeness of learning objectives. Sampling in this study used *purposive sampling*. The consideration in determining the sample is the teacher who teaches the class X Indonesian class who has implemented differentiated learning.

The data collection technique was obtained through (1) interviews conducted with Indonesian teachers and students, (2) document analysis from several learning tools, and (3) passive observation in observing learning activities that took place in the classroom. Data validity, this study uses a triangulation technique to test the validity of the data obtained, so that it is in line with the purpose and objectives of the research. Triangulation of sources from documents and informants. In addition, triangulation methods to match interview results with document analysis or observations.

Data analysis using an interactive model presented Miles dan Huberman (2014) consists of (1) data collection carried out through interviews, document analysis, and observations regarding the planning and implementation of differentiated learning of class X anecdotal text writing skills at SMK Sakti Gemolong, (2) data condensation carried out by researchers by selecting the results of data collection and focusing data according to the research case, (3) data presentation in the form of brief descriptions, documents and data categorization that reflects the analysis of the research topic discussed, and (4) the drawing of conclusions is described in the form of a descriptive object that is based on the study of planning and implementation.

RESULT AND DISCUSSIONS

This study analyzes the planning and implementation of differentiated learning of anecdotal text writing skills at SMK Sakti Gemolong. Based on the research activities, the following results were obtained.

Differentiated Learning Planning in Anecdotal Text Writing Skills

Differentiated learning planning in class X anecdotal text writing skills at SMK Sakti Gemolong began with the preparation of a teaching module by teacher W. The module showed that learning was designed with a *deep learning approach* and applied a differentiation strategy. Learning planning adjusts to the Ministry of Education and Culture's policies in the implementation of learning that emphasizes flexibility and holistic competency development.

Based on the results of interviews and document analysis, the planning of the teaching module contains the main components such as identification, learning design, learning experience, and learning assessment. These four

learning components are an important basis for learning planning that is structured, systematic, directed, and in accordance with learning outcomes.

The identification component includes the initial competencies of students, teaching materials, and the dimensions of the graduate profile to be achieved in learning. Meanwhile, learning design consists of learning outcomes on elements of writing skills, cross-disciplinary integrated with anecdotal text writing skills, learning objectives, learning topics relevant to learning outcomes and objectives, pedagogical practices (learning models, approaches, methods, and strategies), learning partnerships related to collaboration within/outside the scope of the school, learning environments to be developed in culture learning, both in a physical/virtual space, as well as the use of digital.

Based on pedagogical practice planning, the teacher stated that the learning model used was in the form of *project-based learning* from anecdotal writing activities with an in-depth learning approach. Meanwhile, the learning method is with discussion, questions and answers, and assignments, the strategy used is differentiated to facilitate differences in students from the aspects of learning readiness, interests, and learning styles.

The learning experience component is described through the steps of the learning process which includes three stages. The initial activity stage, the opening of learning to prepare students before entering learning. Activities in this stage include meaningful orientation activities, reception, and encouraging motivation for students. In the core activity stage, students actively participate in the learning experience of understanding, applying, and reflecting on learning materials designed to encourage deep understanding. The closing activity stage, in order to provide constructive feedback to students on the learning experiences carried out, the preparation of joint conclusions, and the planning of further learning.

Assessment consisting of initial learning assessment (diagnostic), learning process assessment (formative), and final learning assessment (summative). Initial assessment, focusing on self-assessment related to learning readiness, interests, and learning styles. The initial assessment of learning includes both cognitive and non-cognitive domains. The assessment process focuses on feedback during learning to monitor students' understanding on an ongoing basis. Meanwhile, the final assessment underlines achievement and follow-up by considering the characteristics of students.

The planning of differentiated learning strategies expressed and compiled by W teachers as Indonesian language teachers consists of differentiation of content, processes, and products. This was confirmed by a colleague from teacher W. The results of the study showed that teachers have provided a variety of content that is quite diverse to support writing skills. Variations in content include examples of anecdotal texts from various sources, such as textbooks, digital articles, comic strips, as well as audio and visual materials. The variety of content differs not only in the form of presentation, but also in the level of humor complexity, the depth of the social issues raised and the structure of the message delivery. In addition, the learning tools show that teachers provide visual teaching materials that contain elements of humor and social criticism. The provision of this variety reflects planning efforts to meet diverse learning needs through a systematic content differentiation strategy.

Process differentiation is related to the learning process that is designed in harmony with the level of readiness, interests, talents, and learning styles of students. Statements and document analysis show that teachers provide anecdotal text writing guides with different levels of difficulty, ranging from simple guidelines such as the basic outline of the plot, to more detailed guides. In addition, there is a design of learning activities that provide options for students to discuss in groups or complete individual assignments. The existence of a flexible activity structure shows that teachers have tried to apply the principle of process differentiation in learning planning.

Product differentiation, teachers provide flexibility for students to determine the final form of the product of anecdotal text writing skills. The form of products offered includes digital or non-digital comic strips, short videos such as *stop motion* videos, monologue recordings or single jokes. Freedom to choose product forms expresses understanding according to students' interests or talents. This shows learning planning by considering the diversity of students' products and provides space for creativity in presenting anecdotal texts.

Overall, the results of interviews and analysis of differentiated learning planning documents in anecdotal text writing skills at SMK Sakti Gemolong can be concluded that the preparation of teaching modules is in accordance with structure and systematic. In addition, the teaching modules are comprehensively arranged and meet the principles of learning planning that are flexible, collaborative, and oriented to the needs of students.

Implementation of Differentiated Learning in Anecdotal Text Writing Skills

This study describes the implementation of differentiated learning in anecdotal text writing skills at SMK Sakti Gemolong by conducting direct observations in the classroom. Teaching modules as a teacher's guideline to implement

differentiated learning activities in anecdotal text writing skills are designed as much as possible in accordance with the conditions that occur in the classroom. The anecdotal text teaching module designed by Teacher W was implemented in class X TKJ D SMK Sakti Gemolong.

Learning activities began with greetings, prayers, and reviewing the attendance of students. The teacher gave an appropriation to recall last week's material. Followed by giving questions to the picker about the issues that become funny stories and ideas that will be poured out to write anecdotal texts. Teachers also motivate students to be enthusiastic about learning. Then, ask students to open the Smart Fit in Indonesian Language and Literature textbook for High School/Vocational School Class X.

The teacher turns on the laptop device which contains the content preferences that the students want to work on. The teacher asked students to read the comic strip that was shown through the projector layer. The comic strips that are aired contain humorous stories that contain criticism or satirism. In addition, the broadcast of a single joke video and a podcast that discusses social issues.

The teacher divides the study group which is divided through an attendance number containing four friends. Teachers should group students according to the results of diagnostic assessments. Once the group was formed, they were asked to create an outline of writing an anecdotal text. Students discuss related to titles, character names, places, times, types of anecdotal texts, orientation, crisis, reactions, and codes. Outline writing is used to create a complete anecdotal text. Some students felt confused by the assignments given. In addition, during the discussion, there were still some students who played mobile phones or chatted not according to the topic of the assignment. Meanwhile, the teacher went around to give individual/group direction in writing an anecdotal text framework.

In this activity, teachers provide constructive assistance and feedback. After the anecdotal text framework discussion activity was completed, each group collected the results of the discussion to the teacher. The teacher appreciated the participation in learning with baik, drew conclusions, and reflected on the progress of anecdotal writing. The teacher informs the learning plan of the next meeting for the completion of a complete draft of writing an anecdote. The lesson ended with a greeting.

In the second meeting, the learning began with greetings, prayers, and reviewing the presence of students. The teacher gives an apperception to remind what has been learned in the previous lesson, namely making an anecdotal text framework according to the structure of the text. The teacher continued learning by discussing according to the group that had been made according to yesterday's anecdotal text framework task. At this stage, some students look passive during group discussions. In fact, some do not see its role in completing writing tasks.

Teachers provide individual or group assistance in writing anecdotes. It can be seen that several groups make digital comics and there are some that make non-digital comic products. However, there are some students who are not very interested in the products made by their groups, because the products are chosen on the basis of group decisions, not diagnostic results at the beginning of learning.

The writing process is accompanied by teachers from the process of writing or editing products. It can be seen that some students have difficulty in editing illustrations, due to limited components. In addition, some groups seem to be in a hurry to do their assignments, because the time is approaching for the next subject change. The activity of writing anecdotal texts with differentiated strategies produces various products, namely digital and non-digital comic strips. In the reflection activity, the teacher gave appreciation for the efforts and participation of students in making anecdotal text products. The teacher repeats the learning activities carried out and ends by closing the greeting.

Differentiated learning assessments in class X anecdotal text writing skills at SMK Sakti Gemolong consist of diagnostic assessments, formative assessments, and summative assessments. Diagnostic assessments carried out in differentiated learning of anecdotal text writing skills are in the form of cognitive and non-cognitive assessments. This assessment is to observe the readiness, interests, talents, and learning styles of students. Based on the results of the diagnostic assessment of the cognitive domain in the teaching material of anecdotal texts, an overview of the level of students' understanding of various aspects of the competencies being tested is obtained. Students consist of 36 people in one class. The results of the cognitive diagnostic assessment show that students generally understand the definition of anecdotal texts and can distinguish them from short story texts. However, students still have difficulties in understanding the structure and analysis of the content of the text. In more complex analytical aspects, such as determining the main character, analyzing linguistic rules, and analyzing criticism, students' abilities are relatively good. However, understanding the elements of humor and the steps of writing anecdotal texts still needs to be strengthened through further learning and more intensive writing exercises.

Meanwhile, the results of the analysis of non-cognitive diagnostic assessment documents showed that the geographical background of the students came from Sragen Regency. Preference for anecdotal text learning topics related to basic concepts, such as essence, purpose, linguistic characteristics, structure, and elements that form anecdotal texts. This indicates that students need a strong conceptual understanding as a foundation in the process of producing anecdotal texts. In terms of learning style, most students prefer direct explanations from teachers, followed by video learning preferences, explanations from friends, and hands-on practice. This variation indicates the need for learning presentations that accommodate auditory, visual, and kinesthetic learning styles. The majority of students are more comfortable working in groups and tend to choose digital product formats in writing anecdotal texts, followed by non-digital comics, and *stop motion* videos. This preference shows the tendency of students towards the use of technology and visuals in their work.

Formative assessments in differentiated learning of anecdotal text writing skills are carried out when the learning process takes place in the classroom. This assessment serves to monitor the development of students' understanding on an ongoing basis and provide direct feedback during the task of writing anecdotal texts. The Indonesian language teacher emphasized that formative assessments are important to identify students' difficulties in *real time*, both in developing ideas and building elements of humor and criticism in anecdotal texts.

Based on the results of the formative assessment of class X at SMK Sakti Gemolong, it can be seen that students' understanding of the structure of anecdotal texts still needs to be improved, as well as the ability to include elements of humor. The delivery of messages or criticism in the text is quite good, while the activeness and responsibility in completing the task is still low. The reception and application of feedback from teachers or peers showed high achievements, indicating the readiness of students to improve their work.

Differentiated learning in the skill of writing anecdotal texts ends with summative assessments to measure the success of students. The product assessed is in the form of a complete anecdotal text that contains criticism of public service issues, the environment, or social phenomena, paying attention to the structure and linguistic structure. The success of learning is determined based on the Learning Objective Completeness Criteria (KKTP), which is a minimum of 70. The results of the assessment showed that collectively students had achieved learning goals, most of the students obtained scores above the completeness criteria. This validates that the learning carried out is effective in achieving competence.

DISCUSSIONS

This study analyzes the planning and implementation of differentiated learning of anecdotal text writing skills at SMK Sakti Gemolong. The following is a discussion of the results of the research.

The differentiated learning planning at SMK Sakti Gemolong shows that there is a systematic effort from teachers in designing responsive learning in accommodating the differences of students. The principle of differentiation as stated by Tomlinson (2001) that content, processes, and products are integrated into learning planning, although there is a need for increased learning planning depth. The teacher has shown consistency in developing adaptive learning tools and starting with the needs of students. This is in line with Naibaho (2023) Teachers design learning through making learning implementation plans that are tailored to the needs of students. The teaching modules used by schools refer to a learning structure based on deep learning. The main components listed in the teaching module are identification, learning design, learning experience, and learning assessment. These four learning components are an important basis for learning planning that is structured, systematic, directed, and in accordance with learning outcomes.

Unlike planning, at the implementation stage there is a gap in the learning process in the classroom. It is that there is a discrepancy between planning and the implementation of differentiated learning in the classroom. Theoretically, content differentiation demands a variety of learning resources that allow students to explore the material according to readiness, interests, talents, and learning styles. However, there are indications that the learning media used is not comprehensive to accommodate differences, so it does not fully support the diversity of learning needs. This is in line with Nurhidayah, et al., (2025) that the limitations of learning media have an impact on the tendency of uniform learning and do not consider the robustness of students' learning styles.

In addition, insufficient content variety affects the confusion of students in choosing learning products, this shows that the provision and explanation of content has not been fully implemented optimally. Views Diarera & Budiarti (2024) Teachers provide a variety of learning material options based on the level of difficulty, interest, or

learning preferences. In other words, successful learning requires the provision of content that is truly varied and accompanied by clear explanations.

On the other hand, even though teachers have conducted diagnostic assessments, the results of the assessments have not been used consistently in grouping and providing content. In line with Furniture (2024) that many teachers do not fully understand the concept and principles of proper assessment, so that the assessments carried out are less effective in measuring and supporting student learning. As affirmed Azmi, et al., (2025) Diagnostic assessment plays a fundamental role as an initial map to determine the needs of students.

Thus, content differentiation has not been implemented to its fullest. This is due to the limitations of learning media, inaccuracies in the provision of content, and the use of diagnostic assessments that are not optimal. Therefore, improvement efforts are needed both in terms of planning and implementation of learning so that the principle of differentiated learning can be realized in a complete and comprehensive manner.

In the implementation of process differentiation, inconsistencies were found between planning and practice in the classroom. The learning plan, teachers have designed the grouping of students based on their needs, interests, talents, and learning styles as an effort to provide a learning experience that meets the potential. However, its implementation in the grouping class was carried out spontaneously without considering diagnostic assessments, so that the groups formed were less valid and not in accordance with the characteristics of the students. This condition causes confusion and discomfort. In line with Suwandi, et al (2023) which states that the characteristics of students are very important to be understood by teachers so that students can be actively involved in accordance with their competencies and interests.

The gap is also seen in the role of teachers in learning. The learning plan places the teacher as a facilitator, but in practice the teacher is still the center of information. This shows a discrepancy between the learning plan that emphasizes the activeness and independence of learning and practice in the field. In line with the results of previous research Wulandari, et al., (2025) that teachers have not fully implemented a learning process that supports active and independent student involvement, many students look passive, only receiving information from teachers.

In addition, collaboration between students has not been effective. Although it is planned as active cooperation in the group. However, in practice, only some students are involved, while some students are passive and lack confidence. This supports the findings Afriadi (2024) that the problem that arises in collaborative is that there are group members who are less actively participating, either for personal reasons (such as lack of confidence) or lack of understanding of the role that must be played.

In product differentiation, there is a discrepancy between the planning and implementation of product differentiation in learning. In the planning stage, teachers have given students the flexibility to determine the form of the final product according to their interests, talents, and learning styles. The product can be in the form of digital or non-digital stip comics, videos *stop motion*, and other forms of creative representation. This approach is in line with Nasrodin, et al., (2025) Product differentiation provides space for learners to express their understanding according to their respective interests and learning styles.

However, its implementation in the classroom shows that product diversity does not fully reflect planning. Product selection is not entirely based on learners' preferences because grouping is done spontaneously, so group decisions are more dominant than individual choices.

This condition shows that the implementation of product differentiation is not optimal and is not fully based on the results of diagnostic assessments. Therefore, it is necessary to strengthen data-based planning, adequate technical support, and structured mentoring mechanisms so that students can express their understanding creatively and according to their potential.

Diagnostic assessments on differentiated learning of anecdotal text writing skills in class X of SMK Sakti Gemolong showed that teachers had comprehensively mapped students' readiness, interests, talents, and learning styles. Diagnostic assessment is an important stage in differentiated learning planning because this stage is carried out to identify characteristics, initial competencies, strengths, and weaknesses, so that learning can be designed according to the diverse conditions of learners (Maryani, 2023:6 in Putri., et al., 2025).

The results of the cognitive diagnostic assessment show that students have a fairly good basic understanding, but still need reinforcement on structural aspects and the process of preparing anecdotal texts in order to support the implementation of differentiation optimally. Meanwhile, non-cognitive diagnostic assessments of students have diverse learning needs related to their backgrounds, interests, learning styles, and media choices, so differentiated learning is very suitable to be applied so that the learning process is more in accordance with their characteristics.

The implementation of formative assessments in differentiated learning to write anecdotal texts in class X at SMK Sakti Gemolong shows the important role of assessment as a means of monitoring student development on an ongoing basis. In line with Putri & Zakir (2023) Formative assessments help educators monitor learners' learning and provide periodic, ongoing feedback. The results of this study show that there is a development in anecdotal text writing skills, although it still requires intensive assistance and strengthening strategies to achieve maximum results.

Meanwhile, the results of the summative assessment show the diversity of the products produced by students, such as digital and non-digital comics. This variation indicates that students are given flexibility in choosing the form of work, students are able to express their creativity, even though the implementation of differentiation has not gone ideally. Collectively, students have achieved learning goals, most of them have obtained scores above the criteria of completeness of learning objectives. This validates that the learning carried out is effective in achieving the targeted competencies.

CONCLUSION

Based on the results and discussion above, the planning and implementation of differentiated learning in class X anecdotal text writing skills at SMK Sakti Gemolong has fulfilled learning planning including aspects of content differentiation, processes, products, and assessments. Conceptually, teachers have an understanding of differentiation strategies, but in the implementation of learning there are several inequalities that occur between planning and implementation in the classroom. The inequality is in the form of incompatibility between planning with the implementation of content differentiation, planning with the implementation of process differentiation, and planning with the implementation of product differentiation. Meanwhile, the implementation of diagnostic learning assessments has covered the cognitive and non-cognitive domains, although it has not been completely consistent in the implementation of differentiated learning of anecdotal text writing skills. In formative assessments, it can be seen that there is a positive impact on the feedback given by teachers during the learning process. The results of the summative assessment, collectively the students' scores above the Learning Objective Criteria (KKTP) are in accordance with the achievement of learning objectives. Thus, it is necessary to strengthen learning practices so that the implementation is more in line with the planning that has been prepared. These improvement efforts are important to ensure that the differentiation of content, processes, and products to learning assessments is truly able to accommodate the needs and increase the learning achievement of students optimally. Differentiated learning in anecdotal text writing skills is expected to be applied comprehensively, so as to support the development of students' competencies.

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