Application of the Differentiated Learning Model in Advanced BIPA Courses

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ABSTRACT
The aims of this study are (1) to describe the process of identifying the profile of students' characteristics in Advanced BIPA courses and (2) to describe the process of developing differentiated learning models in Advanced BIPA courses. The research method used is the ADDIE model development method, which includes two stages, namely the Identification of Learner Characteristics Phase and the Differentiated Learning Model Development Phase in the Advanced BIPA course. The characteristic profile of students in Advanced BIPA courses is based on their learning profile, learning interest, and learning readiness. The data taken is under the needs or learning needs. It is mainly associated with various experiences of students, hobbies, routine activities, interesting activities, places, and events related to personal experiences. Along with the demands of differentiated learning by the conditions and characteristics of students, teachers are required to play a more dynamic and creative role. Learning activities are needed based on students' learning needs to optimize learning and students' learning outcomes. Adjustment of learning scenarios can take advantage of the characteristics or several profile attributes in common with other individuals. It proves that the availability of student characteristic profiles can encourage creativity and innovation from teachers.

Keywords: Profile, Characteristics, Differential learning

1. INTRODUCTION

Advanced courses of Indonesian for Foreign Speakers (BIPA) are courses followed by prospective BIPA teachers. Through this course, prospective BIPA teachers are educated to become professional BIPA teachers. Professional educators mean being able to apply theoretical principles into applied aspects of the learning component. Generally, research conducted in BIPA discusses elements of the material, method, media, assessment, and mastery of the material, as research conducted by [1]–[5]. In the study, BIPA students were described as subjects of "finished" educational activities. Therefore, BIPA students only followed the educational process provided and "must" be able to adapt so that they were expected to achieve the competencies that had been previously targeted even before they decided to become BIPA students. Therefore, the BIPA advanced course aims to make students as the core of all learning activities.

It is very rare for teachers and educational institutions to regard BIPA students as learning centers in the true sense of the word. What happened was that in Amin's research, BIPA students did not understand vocabulary, then the teacher compiled their materials, methods, and media to increase their vocabulary [6]. Or, as in the research of Nursyairofi, et al., BIPA student motivation is measured during various learning processes that have been prepared by teachers or educational institutions [7]. Even in Wiratsih's research, which found Chinese BIPA students had difficulty pronouncing some consonants of the Indonesian alphabet, there was no follow-up in learning activities or classroom action research [8]. In the end, BIPA learning tends to place BIPA students as learning inputs and outputs, not part of the learning process, which seems to be the prerogative of teachers, institutions, and policymakers.

The educational paradigm has undergone a very significant shift. Education which initially aims to improve attitudes, mindsets, and human behavior, tends to change to meet the demands of the times. This has resulted in the education system being formed only focusing on how a competency "which is considered important". Whoever the person is, regardless of the condition, when entering the education system, it is the individual who must be willing and

able to adapt to the already available system. Even if the competency is not necessarily used or needed throughout his life. The education system no longer views the individual as a privilege, who is born and equipped with uniqueness, which is the basic capital and the main capital in living the whole life later. The existing education system is becoming more and more similar to a life selection tool. If able to adapt, it is considered a guaranteed future, while if not capable, then the future seems to be doomed to fail. Humans are no longer the subject of education, but only an input that is successfully processed or failed in an education system. Therefore, educational institutions and educators should be innovative, learning needs, process, and target to be made enjoyable and student-centered [9], [10].

Every individual has differences, ranging from talents, abilities, family conditions, physical conditions, and the ability to think and feel. This uniqueness will grow and diversify. Some advantages are trained to become experts. Some disadvantages are trained to become strengths, there are also advantages that are wasted so that they become weak. Some shortcomings are increasingly left behind because they have never been honed. This is where the role of education as a means to humanize humans. According to the KBBI, education is the process of changing the attitudes and behavior of a person or group of people to mature human beings through teaching and training efforts; process, method, an act of educating. Education is a transfer of knowledge, transfer of value, transfer of culture, and transfer of religion with human subjects. Even Bloom implicitly shows that the competencies needed as capital in human life consist of cognitive, affective, and sensory domains [11]. This is what needs to be straightened out, that humans are the center of learning, and the education system functions to shape humans according to their respective characteristics. Standardization is indeed essential, but it is used to evaluate the components of the education system, not to judge or judge the individual who is the subject. Measurement of the subject is only limited to knowing the extent of the competency level controlled by the individual when the assessment is carried out. The point is that the assessment results are used to evaluate whether the education system, learning models, strategies, methods, materials, educator competencies, educational institution facilities and infrastructure, and other educational components can develop individual competencies effectively and efficiently.

Figure 1 The Bloom-Anderson Taxonomy Model [11]

Students are subjects who are also the main component in school learning activities [12]–[14]. Every learning activity must involve students, but does not always involve the teacher. Books can be a source of learning, practice can be a learning experience. However, without students, each of these activities is meaningless or not a "teaching" activity. According to the online KBBI dictionary, students have the meaning of school children (especially in elementary and high schools); protege; student; learners. The student as an individual has various characteristics that may be the same or different from other students. Characteristics inherent in students are divided into two types, namely the status of origin and status achieved or status obtained within a certain period [15]. Characteristics or status of origin include name, gender, age, name of parent or guardian, address, learning style, hobbies, while examples of status achieved include: education, occupation, position, skills, and abilities. Therefore, student characteristics are an indirect component of learning activities.

Learning that is structured based on the characteristics of students is known as differential learning or differentiated learning. Unlike the general view, differentiated learning is very troublesome because educators must develop learning scenarios that are tailored to each student's characteristics. However, the main principle is to bring the learning model closer to the personal experience of students. This can help students to internalize the learning activities that are followed. When students are able to see learning activities from the point of view of their personal experience, then the process of knowledge, understanding, application, analysis, and evaluation of learning materials is easier to do. The preparation of the context of learning activities that are far from students' experience requires high imagination and capture power from students. This challenge is getting bigger and harder, starting from the level of basic education, secondary education, and higher education. Along with the increasingly complex materials and competencies required to be mastered, it is increasingly difficult to bring the learning context closer to students' personal experiences.

Good learning is learning that is able to make students comfortable and happy while studying and get optimal learning outcomes. Learning has four principles, namely, interactive, which means that in a learning process, it is not just teaching but can build interactions between teachers and students and between students. Second, inspirational which means a learning process that allows students to try and do something. Third, challenging which means a learning process that challenges students to develop thinking skills. Fourth, fun, which means a learning process that can develop all the potential of students. Fun learning management is very important to enjoy a conducive learning atmosphere to achieve learning objectives. This is in accordance with the objectives of differential learning, namely helping all students in learning, increasing student motivation, and learning

outcomes, establishing harmonious relationships between teachers and students, helping students become independent students, and increasing teacher satisfaction [16].

Every policymaker and teacher in educational institutions is required to understand the characteristic profile of students in their institutions so that if students experience academic problems or get poor learning outcomes, the main preference for solving these problems comes from a comprehensive understanding of student profiles [17]. This shows that the characteristics of students' attributes influence the success or failure of students' academic achievement. Periodically, it is necessary to conduct an assessment to find out changes in the characteristics of students, especially those concerning the academic and non-academic competencies of students. This is a challenge as well as an opportunity for creative teachers to develop their own abilities while optimizing the opportunities for student learning success. Based on the explanation above, the research on the differential learning model for students is applied to the Advanced BIPA course, which is a course in the Indonesian Language and Literature Education study program that aims to prepare students as creative and flexible BIPA teachers. Therefore, the use of the differential learning model is very suitable to train the creativity and flexibility of prospective BIPA teachers. The theme of this research is "Application of Differentiated Learning Model in Advanced BIPA Courses." The objectives of this study are (1) to describe the process of identifying the profile of student characteristics in Advanced BIPA courses and (2) to describe the process of developing differentiated learning models in Advanced BIPA courses.

2. METHOD

The research method used is the ADDIE model development method. The steps in the Identification of Student Characteristic Profiles include Analyze (identify and analyze the choice of student characteristic profiles); Design (designing indicators and instruments for profiling data); Develop (develop data collection instruments based on the results of expert reviews); Implement (carry out student profile data collection); and Evaluate (analyze and evaluate the results of data collection). The next step is the Differentiated Learning Model Development Phase which includes Analyze (analyze and identify lesson plans and teaching materials that can be "closed" to the experiences of students); Design (designing and developing materials, methods, strategies, assessments, evaluations, and learning tools utilizing student profiles); Develop (develop learning tools according to expert input); Implement (applying a differentiated learning model in Advanced BIPA courses); and Evaluate (analyze and evaluate the learning process). Here is the ADDIE model chart.
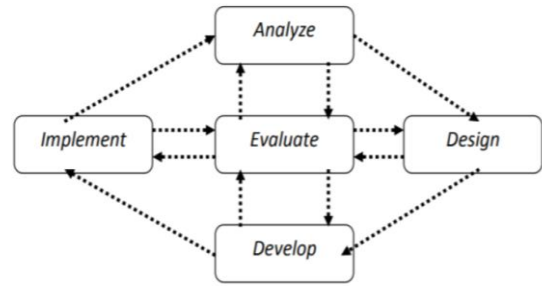

Figure 2 ADDIE Model

Data on the characteristics of students is moving data that develops, changes, gets higher or even decreases depending on the nature of each characteristic and the pattern of its development along with changes in age, education level, and economic level, patterns of association and social life, as well as environmental conditions. Data on individual characteristics in the form of personal profiles should be recorded since the individual enters the initial education bench and updated periodically so that the development of individual characteristics can be monitored and used as the basis for implementing learning at every level of education.

Language experts and learning experts validated the research data collection instrument to ensure the use of Indonesian according to applicable standards and the adequacy of the information needed to prepare learning tools. After being validated, the instrument was improved and then distributed to participants in the Advanced BIPA course.

3. RESULT AND DISCUSSION

Differentiated learning is an attempt to adjust teaching and learning activities to meet each individual's learning needs [18]. The scope of the implementation of differentiated learning consists of creating an attractive learning environment, setting learning objectives that are easy to understand and learn, and conducting continuous assessments, responding to the learning needs of each individual, and maintaining effective classroom management. Tomlinson states that the learning needs of each individual are divided into three aspects, namely, student learning readiness (readiness), student interest (motivation), and student learning profile (student characteristic) [18]. Readiness is the capacity to learn new material. Interest is one of the important motivators for students to be "actively involved" in the learning process. The student learning profile is related to many factors, such as language, culture, health, family circumstances, and other specificities. The aspects mentioned by Tomlinson are part of the individual characteristics of students or students [18]. The main purpose of mapping the learning needs of students based on the characteristics of students is to provide opportunities for students to learn

naturally and efficiently so that the probability of learning success is higher.

The procedure for preparing learning plans before the implementation of lectures includes 1) planning learning objectives, 2) planning learning activities, 3) preparing teaching materials, methods, media, and evaluating learning activities. Then at the first meeting, data collection on student characteristics was carried out based on the profile of the characteristics of the students according to Tomlinson, then an instrument was compiled that functions to retrieve learning profile, learning interest, and learning readiness using the google form application [18]. The following is an example of a self-assessment instrument for taking student profile data.

Figure 3 Self-Assessment Instrument

The results of data collection are then quantified in the form of percentages to determine the tendency of the characteristic profile of students in Advanced BIPA courses based on their learning profile, learning interest, and learning readiness. The data taken is in accordance with the needs or learning needs. This is mainly associated with various experiences of students, hobbies, routine activities, interesting activities, places and events related to personal experiences, The results of data collection are then quantified in the form of percentages to determine the tendency of the characteristic profile of students in Advanced BIPA courses based on their learning profile, learning interest, and learning readiness. The data taken is in accordance with the needs or learning needs. This is mainly associated with various experiences of students, hobbies, routine activities, interesting activities, places and events related to personal experiences, events or experiences from other parties but very memorable for students, as well as various inputs and suggestions from students, events or experiences from other parties but very memorable for students, as well as various suggestions from students.

Table 1. Learning Interest

| KODE | MINAT | | | KECENDERUNGAN |
	OLAH RAGA	SENI BUDAYA	TEKNOLOGI	
1	20%	50%	10%	SENI BUDAYA
2	70%	80%	90%	TEKNOLOGI
3	60%	60%	20%	OLAH RAGA
4	60%	100%	60%	SENI BUDAYA
5	40%	70%	20%	SENI BUDAYA
6	100%	70%	60%	OLAH RAGA
7	50%	80%	60%	SENI BUDAYA
8	50%	70%	10%	SENI BUDAYA
9	50%	0%	10%	OLAH RAGA
10	10%	80%	50%	SENI BUDAYA
11	10%	80%	60%	SENI BUDAYA
12	70%	90%	50%	SENI BUDAYA
13	50%	90%	70%	SENI BUDAYA
14	80%	60%	60%	OLAH RAGA
15	60%	80%	70%	SENI BUDAYA
16	50%	60%	60%	SENI BUDAYA
17	100%	100%	50%	OLAH RAGA
18	40%	80%	60%	SENI BUDAYA
19	70%	60%	100%	TEKNOLOGI
20	10%	80%	50%	SENI BUDAYA
21	10%	0%	40%	TEKNOLOGI
22	70%	90%	40%	SENI BUDAYA
23	50%	90%	70%	SENI BUDAYA
24	0%	20%	30%	TEKNOLOGI
25	40%	80%	30%	SENI BUDAYA
26	10%	40%	20%	SENI BUDAYA
27	90%	100%	60%	SENI BUDAYA
28	50%	80%	60%	SENI BUDAYA
29	60%	90%	60%	SENI BUDAYA
30	90%	60%	70%	OLAH RAGA
31	20%	50%	30%	SENI BUDAYA
32	70%	80%	20%	SENI BUDAYA
33	90%	80%	30%	OLAH RAGA
34	0%	50%	60%	TEKNOLOGI
35	50%	60%	10%	SENI BUDAYA
36	0%	80%	30%	SENI BUDAYA
37	60%	100%	50%	SENI BUDAYA
38	50%	90%	50%	SENI BUDAYA
39	100%	100%	70%	OLAH RAGA
40	40%	50%	20%	SENI BUDAYA
41	0%	50%	10%	SENI BUDAYA
42	60%	80%	30%	SENI BUDAYA
43	20%	40%	60%	TEKNOLOGI
44	10%	60%	10%	SENI BUDAYA
45	50%	50%	60%	TEKNOLOGI
46	10%	60%	50%	SENI BUDAYA

Table 2. Learning Readiness

| KODE | KESIAPAN BELAJAR | | | KECENDERUNGAN |
	SIAP, MAMPU	SIAP, BELUM MAMPU	TIDAK SIAP, TIDAK MAMPU	
1	60%	50%	100%	TIDAK SIAP, TIDAK MAMPU
2	80%	100%	75%	SIAP, BELUM MAMPU
3	70%	33%	25%	SIAP, MAMPU
4	100%	50%	50%	SIAP, MAMPU
5	90%	67%	25%	SIAP, MAMPU
6	70%	50%	50%	SIAP, MAMPU
7	70%	33%	0%	SIAP, MAMPU
8	70%	50%	75%	TIDAK SIAP, TIDAK MAMPU
9	100%	0%	0%	SIAP, MAMPU
10	50%	33%	50%	SIAP, MAMPU
11	100%	50%	50%	SIAP, MAMPU
12	90%	17%	0%	SIAP, MAMPU
13	90%	50%	50%	SIAP, MAMPU
14	70%	67%	75%	TIDAK SIAP, TIDAK MAMPU
15	100%	50%	50%	SIAP, MAMPU
16	70%	50%	50%	SIAP, MAMPU
17	90%	100%	100%	SIAP, BELUM MAMPU
18	80%	33%	75%	SIAP, MAMPU
19	90%	67%	100%	TIDAK SIAP, TIDAK MAMPU
20	60%	50%	50%	SIAP, MAMPU
21	60%	67%	50%	SIAP, BELUM MAMPU
22	60%	83%	75%	SIAP, BELUM MAMPU
23	70%	50%	50%	SIAP, MAMPU
24	40%	50%	50%	SIAP, BELUM MAMPU
25	50%	100%	50%	SIAP, BELUM MAMPU
26	60%	50%	50%	SIAP, MAMPU
27	90%	50%	50%	SIAP, MAMPU
28	80%	50%	25%	SIAP, MAMPU
29	80%	50%	25%	SIAP, MAMPU
30	80%	50%	50%	SIAP, MAMPU
31	70%	50%	0%	SIAP, MAMPU
32	50%	67%	100%	TIDAK SIAP, TIDAK MAMPU
33	90%	50%	50%	SIAP, MAMPU
34	60%	67%	75%	TIDAK SIAP, TIDAK MAMPU
35	60%	50%	50%	SIAP, MAMPU
36	80%	17%	0%	SIAP, MAMPU
37	100%	50%	75%	SIAP, MAMPU
38	80%	50%	50%	SIAP, MAMPU
39	100%	50%	50%	SIAP, MAMPU
40	70%	33%	25%	SIAP, MAMPU
41	50%	0%	25%	SIAP, MAMPU
42	80%	17%	25%	SIAP, MAMPU

Table 3. Learning Style

KODE	KESIAPAN BELAJAR			KECENDERUNGA
	AUDITIF	VISUAL	KINESTETIK	
1	100%	90%	50%	AUDITIF
2	70%	100%	100%	VISUAL
3	80%	50%	80%	AUDITIF
4	100%	100%	100%	AUDITIF
5	90%	90%	100%	KINESTETIK
6	90%	90%	60%	AUDITIF
7	90%	100%	90%	VISUAL
8	60%	80%	60%	VISUAL
9	100%	100%	100%	AUDITIF
10	100%	100%	40%	AUDITIF
11	100%	100%	60%	AUDITIF
12	100%	100%	100%	AUDITIF
13	100%	100%	90%	AUDITIF
14	70%	100%	100%	VISUAL
15	90%	100%	90%	VISUAL
16	90%	100%	100%	VISUAL
17	100%	100%	100%	AUDITIF
18	80%	90%	80%	VISUAL
19	80%	100%	90%	VISUAL
20	100%	90%	90%	AUDITIF
21	100%	100%	60%	AUDITIF
22	100%	90%	70%	AUDITIF
23	100%	100%	90%	AUDITIF
24	80%	90%	0%	VISUAL
25	50%	70%	50%	VISUAL
26	70%	100%	90%	VISUAL
27	100%	100%	90%	AUDITIF
28	70%	100%	80%	VISUAL
29	70%	90%	70%	VISUAL
30	100%	100%	100%	AUDITIF
31	100%	70%	60%	AUDITIF
32	70%	90%	70%	VISUAL
33	90%	100%	100%	VISUAL
34	100%	100%	90%	AUDITIF
35	70%	90%	60%	VISUAL
36	90%	100%	90%	VISUAL
37	30%	100%	100%	VISUAL
38	100%	100%	80%	AUDITIF
39	100%	100%	100%	AUDITIF
40	80%	100%	80%	VISUAL
41	60%	80%	100%	KINESTETIK
42	90%	100%	0%	VISUAL
43	90%	100%	70%	VISUAL
44	50%	50%	50%	AUDITIF
45	90%	100%	100%	VISUAL
46	80%	100%	100%	VISUAL
47	80%	50%	60%	AUDITIF

Then the next stage is the revision or adjustment of the lesson plan that has been prepared based on the results of the analysis of the characteristics of students in advanced BIPA courses. Along with the demands of differentiated learning in accordance with the conditions and characteristics of students, teachers are required to play a more dynamic and creative role. To optimize learning and student learning outcomes, learning activities are needed that are in accordance with the learning needs of students. Adjustment of learning scenarios can take advantage of one of the characteristics or several profile attributes in common with other individuals. Table 4 below shows how learning scenarios are created and structured based on students' interests. This proves that the availability of student characteristic profiles is able to encourage creativity and innovation from teachers.

Table 4. Learning scenario based on learning interest

Minat	Olahraga	Kesenian (Prakarya)	Sains
Nama murid	Rudi Ali Iwan Najib Rina	Susi Rini Lolly Wawan Robert	Aep Anisa Lutfi Seli Yanti
Produk	**Membuat tulisan prosedur** tentang bagaimana cara menggiring bola dalam permainan sepak bola.	**Membuat tulisan prosedur** tentang bagaimana cara membuat rumah-rumahan dari stik es krim.	**Membuat tulisan prosedur** tentang bagaimana cara membuat rangkaian listrik paralel dan seri.

The preparation of the profile of the characteristics of students needs to involve the family environment, school environment, and community environment as subjects as well as validators of instruments and instrument results. This is in line with the principle of education starting from the smallest environment, namely the family, then involving wider educational environments, both formal and informal. Without the participation of these various parties, there will be a void in the nature of learning in students. The role of the family cannot be replaced by the school, the state cannot take the role of the community. Each environment has an educational role and function that can only be carried out optimally by that environment [19]. Whatever permissive reasons are made to release his responsibilities, the biggest impact as a consequence must be borne by students as victims.

Another example of the less than optimal use of student characteristic profiles is based on the experience of researchers as training instructors for prospective principals and training for strengthening school principals of elementary school in Surabaya City, Malang Regency, Sidoarjo, and surrounding areas. It is known that teacher knowledge and understanding of student characteristics is still lacking. Limited to the components that are assessed and filled in on report cards or student learning outcomes reports. In addition, generally, knowledge about the characteristics of students is only used as a means of communicating and evaluating subjects with parents or guardians of students at the end of the semester. Understanding the characteristics of students has not yet reached the stage of being used to form creative teachers according to the needs and abilities of students. It is the basic capital to ensure the success of student learning, for example students' value in Indonesian and other languages is lacking, so the teacher needs to be suspicious if one or more of the student's language skills are still weak, so it needs to be clarified through a special assessment. Language skills include listening skills, reading skills, writing skills, and speaking skills. If the ability of students to listen and speak is lacking, the teacher must take advantage of students' reading

and writing skills in various subjects to strengthen students' understanding. Using listening and speaking skills, these students face two main challenges: their weaknesses in listening and speaking and understanding the science being taught. Therefore, the chances of success of students in these subjects are getting lower.

4. CONCLUSION

The characteristic profile of students in Advanced BIPA courses based on their learning profile, learning interest, and learning readiness. The data taken is in accordance with the needs or learning needs. This is mainly associated with various experiences of students, hobbies, routine activities, interesting activities, places, and events related to personal experiences. Along with the demands of differentiated learning in accordance with the conditions and characteristics of students, teachers are required to play a more dynamic and creative role. To optimize learning and student learning outcomes, learning activities are needed that are in accordance with the learning needs of students. Adjustment of learning scenarios can take advantage of one of the characteristics or several profile attributes in common with other individuals. This proves that the availability of student characteristic profiles is able to encourage creativity and innovation from teachers.

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