

ENCHANCING DESCRIPTIVE MATERIAL LEARNING AT PUBLIC JUNIOR HIGH SCHOOL THROUGH DIFFERENTIATED LEARNING AND WIZER.ME E-WORKSHEET

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Abstract: The aim of this research was to address the challenges posed by changes in regulations for admitting new learners at Public JHS 54 Palembang, where test scores or reports were no longer the primary criteria for enrollment. This research employed a modified model based on the work of Gall, Gall & Borg, and Tessmer. The initial phase involved analyzing the diverse needs of seventh-grade students, encompassing their intentions, profiles, and readiness for learning. The curriculum changes had led to an increased reliance on textbooks, resulting in a need for supplementary worksheets. The researcher used the Canva application to design content within the Wizer.me platform. The validation process included expert validation of the prototype, focusing on material substance. Validation results indicated a high level of approval, with a percentage of 97.3% and a mean score of 4.86. The language aspect received an 86% approval rate, equivalent to an average score of 4.3. Material presentation in the learning materials received a 90% approval rate, with an average score of 4.5, affirming the validity of the developed worksheet. Following expert validation, a small group evaluation was conducted to assess the practicality and reliability of the developed worksheet for descriptive text materials employing differentiated learning. The expert validation results demonstrated that the developed worksheet, created using the Wizer.me application, was highly valid. Additionally, the small group evaluation confirmed that the worksheet was practical and reliable for use in an educational setting. In conclusion, this research successfully addressed the challenges posed by changes in admission regulations at Public JHS 54 Palembang by introducing differentiated learning materials. The use of electronic worksheets, implemented through the Wizer.me platform, proved to be an effective solution for catering to the diverse student profiles. The expert validation and small group evaluation affirmed the validity, practicality, and reliability of the developed worksheet, making it a valuable addition to the educational resources available for seventh-grade students.

Keywords: *differentiated learning; descriptive text; Wizer.me; Worksheet.*

INTRODUCTION

The alterations in the enrollment procedures for learners, spanning from early education to high school, have significant implications for educational institutions and educators. Since 2018, the government has introduced a new set of regulations regarding learner admissions. These regulations no longer solely emphasize academic accomplishments and grade standards as the

primary criteria for school admission. Instead, the latest regulations mandate that schools also take into consideration the proximity of learners to the educational institutions.

According to the regulations outlined in the Ministry of Education and Culture of the Republic of Indonesia's Permendikbud RI, Number 1 of 2021, concerning Learner Admissions at various educational levels, Article 12, Clause 2, the

admission process now comprises several mechanisms, including zoning, affirmation, parent-job transfer, and achievement. As specified in Article 13, for instance, the zoning mechanism for primary schools must admit a minimum of 70% of their capacity from the local area, while junior high schools and senior high schools/vocational high schools must admit at least 50% of their capacity from the local area. The remaining 5% each is allocated for affirmation and parent-job transfer mechanisms. These regulations aim to provide opportunities for learners based on both academic and non-academic achievements.

This regulation makes report scores not the only consideration to enroll in public schools. This action was also observable at the Public Junior High School 54 Palembang From 2015 until 2017, the school was labeled as the top school in Palembang. Therefore, many learners enrolling in the school had to have a minimum score of 84 and could pass the entry test. However, since 2018, the applied new regulation made the schools create three admission mechanisms. They were zoning, affirmation, parent-job change, and achievement without selection tests. All leaders living near the school environment have better opportunities to enroll in the school than those living far.

This change made the learners' cognitive diversity visible to the teachers at the school. The same matter was also observable in the learning profiles of the learners. Back then, most learners of the school lived in residences, such as Alang-Alang Lebar District, Talang Kelapa District, Sukarami District, and Kebun Bunga District. However, since 2018, the learners were varied in terms of the living address and the jobs of the parents.

This diversity does not even change classroom learning. The data on academic supervision and learning instrument also show that classroom learning still equalizes all learners. The learning remains classical without considering the individual differences of the learners. The applied learning instruments remain the same. The same matter was also observable in classroom learning. The applied learning remained centralized in the teacher, teacher center. Thus, the learning was fully dominated by lecturing. The given assignments were not varied and were not relevant to the learners' interests. For example, in the materials about advertisements, jargon, and posters, the teachers only provided simple advertisement tasks without considering the learners' skills. The impact of this action was - many learners could not accomplish their tasks.

The philosophy of Ki Hadjar Dewantara shows

that learning should be free or “*Merdeka*”. Therefore, the Ministry of Education, Nadiem Makarim, designed a “*Merdeka Belajar*” curriculum. The curriculum emphasizes that all children, including newly born children, have gifts based on the era and nature (Rosidah et al., 2022; Widyastuti, 2022). The gift of the era requires teachers to teach the learners based on the era without any arrogance to insist on the same teaching as the teachers have (Arain et al., 2019; Babadjanova, 2020; Madondo, 2021; Mursyida et al., 2020; Wu & Chen, 2021). On the other hand, the gift of nature refers to the features or skills of the learners as individuals. The analogy of this matter seems like a farmer. A farmer must carry out the tasks and behave as the plants or trees have. A farmer must prepare and maintain the soil properly. Thus, a teacher has the role of a facilitator to provide adjusted learning based on the learners' necessities as the representation of the “seeds” (Rafael, 2020).

The philosophy of Ki Hadjar Dewantara encourages teachers to apply student-center learning with differentiated learning. This learning encourages teachers to adjust the learning based on the learners' necessities individually. However, the implementation does not require the teacher to teach the learner one by one. The realization should categorize the learners into three groups: based on readiness, interest, and learning profile. This mapping process requires the teachers to conduct diagnostic tests for the learners both cognitively and non-cognitively.

A classroom learning applying differentiated learning could modify three approaches into process-differentiated, content-differentiated, and product-differentiated learning. Teachers could adjust their learning objectives during each class meeting (Tomlinson, cited by Kusuma & Lutfah, 2021).

Previous studies about differentiated learning included the research by Marlina, Elisa Efrina & Grahita Kusumastuti (2019), titled “*Model Pembelajaran Berdiferensiasi untuk Peningkatan Keterampilan Sosial Anak Berkebutuhan Khusus di Sekolah Inklusif*.” The research showed that teachers had difficulties promoting differentiated learning at inclusive schools because of a lack of model recognition. A study by Saputra & Marlina, titled “*Efektivitas Strategi Pembelajaran Berdiferensiasi untuk Meningkatkan Konsentrasi Belajar Anak Berkesulitan Belajar*,” showed the improved concentration of learners after applying differentiated learning strategies (Amanda et al., 2022; Herwina, 2021; Saputra & Marlina, 2020).

The efforts to support this differentiated learning include the development of teaching material, especially the learners' worksheets. The developed worksheet was based on differentiated learning so the learning supported the learners' necessities. The developed worksheet was useful to facilitate classroom learning and activate the learners' participation in classroom learning (Pratiwi et al., 2019; Kumalasari, 2021)

Some researchers had developed worksheets. For example, Rahma Diani, "Pengembangan Lembar Kerja Peserta Didik Berbasis Aplikasi Android Menulis Cerpen Untuk Siswa Kelas XI SMA Negeri 17 Palembang," developed an android-based application for eleventh graders of Senior High School.

Research by Desi Efrina Simbolon, titled "Pengembangan LKPD Menulis Naskah Drama dengan Pendekatan Saintifik Berbasis Aplikasi Moodle pada Peserta Didik Kelas VIII SMP Negeri 17 Palembang," developed a drama script worksheet. The developed worksheet could facilitate the learners to write drama scripts.

Both previous studies showed the effectiveness of worksheets for classroom learning purposes. Unfortunately, the developments only applied online media utilities without accessible access for the learners. However, in the current research, the researchers developed an online application media to create differentiated learning based on worksheets. The development brought various materials attached with videos, texts, and audio based on the learners' necessities at Public JHS 54 Palembang.

The developed material was the descriptive text for seventh graders at Junior High School. The material was useful and important as mandated by the 2013 curriculum, the emergency curriculum, and the Merdeka curriculum target material. Therefore, the developed worksheet should include this material. Besides that, the material became the skill for the learner to compose various texts, such as fantasy, fable, news, expository, and short story texts (Handayani, 2021; Lindstrom, 2021). The material would be useful for the learners because once they mastered the material they would use the material in routine life. They would use the material for creating simple vlogs, guiding tourists, and promoting products (Subarna, 2021; Kosasih, 2018).

The realization of 21st-century learning should apply technology-based learning. Currently developed worksheet used wizer.me application. Kopniak (2018) explains that wizer.me is a free, accessible, high-speed, and interactive application.

The learners could send tasks in the forms of texts; and voice and video recordings. Teachers could creatively make teaching materials in the application and check the learners' responses. Learners could also access the application on computers, laptop computers, and gadgets (Alfiah, 2022; Susiyanto, 2020; Nasution, 2021).

From the explanations, the developed electronic worksheet with descriptive text material and differentiated learning used the wizer.me application for the learners at Public JHS 54 Palembang. In this research, the development was limited and focused on content and product differentiations.

METHOD

This research and development, R&D, developed and examined the product's effectiveness (Sugiyono, 2012:345)(Andrade & Heritage, 2018). In this research, the researchers also validated the developed product.

The researchers examined the developed product to determine the effectiveness of differentiated learning for learners at Public JHS 54 Palembang. The developed teaching material was an electronic worksheet with descriptive text material.

This research and development applied the modified model of Gall et al. (2023) and Tessmer (1998). This combination was specific to developing teaching materials. The developed product could also be adjusted to the learners' necessities. The steps of the model were simple.

Tessmer's model (1998, p. 15-16) developed the learning model into five formative evaluation types. They were (1) self-evaluation to evaluate the teaching material independently, (2) expert review to validate the teaching material based on the content, language, and presentation experts; (3) one-to-one evaluation to evaluate the product practicability by involving the participants, (4) small group to evaluate the product practicability, and (5) field-test to examine the product within a larger scope.

From both models, the researchers modified the steps into the following steps. (1) Preliminary observation and information collection. (2) Plan. (3) Initial product development. (4) Self-evaluation to evaluate the teaching material independently. (5) Expert review to validate the teaching material based on the experts' judgment. (6) Small group to test the product's practicability by involving 8-9 learners. (7) Field test to examine the product's effectiveness within a larger group

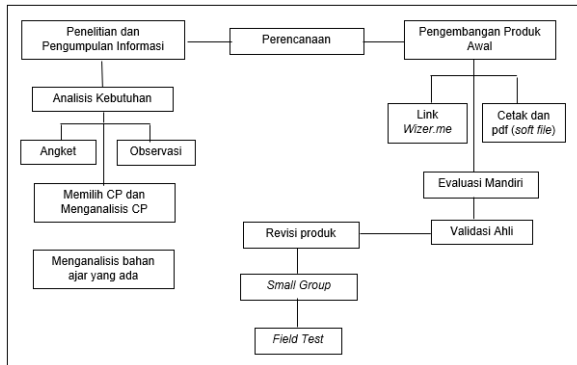


Figure 1. The steps of research & development

The location of the research was at Public JHS 54 Palembang, Drs. Dahlan Hy, Indah Maskabaret park, Palembang. The subjects consisted of the first graders from 7.1, 7.2, 7.3, and 7.4 classes.

The small group evaluation involved 8-9 learners from the seventh grade of Public JHS 54 Palembang in the academic year 2022/2023. Then, the field test involved 28 learners from 7.1, 7.2, 7.3, and 7.4 classes. The researchers selected the samples with a purposive sampling technique.

The researchers invited experts to validate the developed teaching material, the differentiated learning-based worksheet with descriptive teaching material for the seventh graders of Public JHS 54 Palembang. The researchers validated the developed product before applying the product to the learners.

In this research, the validations consisted of content, language, and media presentation validations.

The material expert was the Supervisor of Public JHS 54 Palembang. The expert was also a facilitator of school initiator at the Educational Agency of Palembang. The second expert was the curriculum development of the Ministry of Education and Culture, Yustinawati, M.Pd. The language expert validated the language aspect of the product. The expert was from the Southern Sumatra Language Center. The media and graphic validation was the teacher of Information Engineering of Vocational High School 4 Palembang, Dr. Arin Fousty Badri, M.Pd.

The small group evaluation consisted of 8-9 learners. They were the seventh graders of Public JHS 54 Semarang with high, moderate, and low capabilities. In this stage, the prototype of the development was given to the learners for further learning. The learners had the opportunity to observe, understand, and use the developed product.

Then, in the field test, the researcher evaluated formatively. This step measured the effectiveness of the worksheet. The learners in this process

consisted of 28 learners. In this step, the test procedure required real-world learning. Thus, the researchers conducted a pretest and a posttest.

RESULTS AND DISCUSSION

The analysis of learners' necessities

The researchers used Google Forms shared with the seventh graders of 7.1 to 7.3. The obtained data were useful to analyze the learners' necessities. Of all respondents, only 87 respondents answered the questionnaire. The question items consisted of three things: the biodata, profile, and literacy of the learners. The researchers also observed the classes in which the researchers sent the questionnaire.

The analysis of the learners' necessities took the form of a diagnostic test for the seventh graders. The researchers mapped the findings to determine the interest of the learners. A percentage of 50% of learners were interested in sports. The remaining percentages were interested in science or art.

The profile showed 50% of learners had moderate economic levels. The evidence was the salary of the parent. Most parents of the learners, 70%, earned salaries monthly. They also had houses to live in. Most respondents' parents were civil servants, Indonesian army officers, police officers, and private employees. On the other hand, some learners were from poor families because they enrolled in the school from an affirmation mechanism. Their parents received some incentives, such as Indonesia's Conditional Cash Transfer, Indonesia's National Health Insurance, or an Educational Assistance Program with a quota of 15%. The parents' education, both mothers and fathers, mostly graduated from SHS or above level, 70%. This matter influenced the parental role to facilitate the learners' learning.

From the learning style, most learners were visual learners. Some of them were audiovisual learners. Then, only 8% of learners were kinesthetic learners. Most learners had smartphones, 87%. Thus, they could learn interactively with the assistance of technology media. Moreover, the availability of wifi and internet balance facilitated the learners to learn technology-based interaction. The learners had an excellent capability to use applications, such as using social media, poster editors, or video editors with a percentage of 70%. This evidence indicated that the learners should receive tasks to make videos.

The learners were also familiar with descriptive text, 65%. Unfortunately, their descriptive writing skills were 55%. They could only write simple descriptions. The researchers analyzed the learning

readiness based on observation and short-interview with the counseling teachers. The researchers found some gifted learners with slow learning categories.

The applied curriculum was Merdeka Curriculum. Therefore, the researchers chose the learning outcome and learning objective based on the newest regulation, the BSKAP regulation Number 008/KR/2022 about the Learning Outcomes of Early Childhood Learners from the primary school to high school levels based on the Merdeka Curriculum.

The regulation explained that the learning outcomes of JHS should be the D-phase learning outcome. This learning outcome, for the Indonesian language, dealt with listening, reading and watching, speaking and presenting, and writing. The analysis showed that the contents should be based on the learners' necessity analyses.

The analysis was useful to make essential material based on the learning objectives. (1) The learners could determine the implicit and explicit information of descriptive text accurately. (2) The learners could conclude the text accurately. (3) The learners could identify the writing style of the text in social media by writing the expression on the text. (4) The learners developed their understanding of the rarely seen words by finding the meaning of the dictionary independently and accurately. (5) The learners could recognize the effective and attractive text presentation by rewriting the sentences and finding the personification. (6) The learners explained the notions by describing the figures (objects) orally with attractive sentences. (7) The learners analyzed the descriptive text orally by comparing the explained objects, the honorific variety of the speech partner, and the objectives of the speech partners. (8) The learners could present the descriptive text properly by editing the capital letters, the full stops, the colon, and the suffices accurately.

From this mapping, the developed worksheet used content and process differentiations. The content and the supporting media contained some choices for the learners to adjust to their intention. The product differentiation provided options for the learners to work on their tasks.

From the data, the product prototype began by collecting the teaching materials based on the learning objectives. This prototype was initially created in a simple file before developing the design.

The results of the validations, practicability, and

effectiveness of the worksheet

Here are the results of expert validation, small group evaluation, and field test.

The experts' validations

The experts validated the developed worksheet, starting from the content, language, and media presentation experts.

The material validation was done on May 2023. The validation obtained a score of 73. The conversion of the score was 97.3% with a mean score of 4.8. Thus, the developed worksheet for descriptive material with differentiated learning and wizer.me application was valid.

The language validation was done on May 2023. The validation showed a score of 56. The conversion of the score was 86% or a mean score of 4.3. The scores indicated that the developed worksheet was reliable and valid for further trial tests.

The validation data of the media presentation expert obtained a percentage of 90% or a mean score of 4.5. The results indicated that the developed worksheet was very valid for further small-group tests.

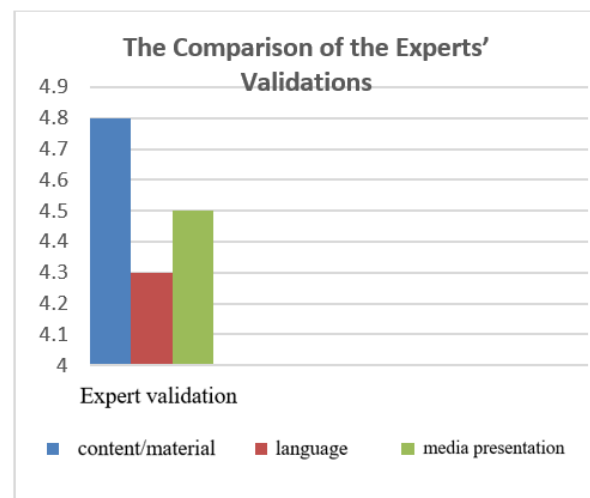


Figure 1. *The comparison of the experts' validations*

The diagram shows all experts recommend the developed worksheet and claimed it is very valid.

Small group evaluation

This evaluation involved 8 learners from 7.1, 7.2, 7.3, and 7.4. The researchers shared the worksheet in the form of a link, pdf file, and printed file.

The result shows that all respondents, 100%, are interested visually. For the learning objective, the learners answered that the material had learning objectives. Thus, based on these two items, the developed worksheet was very practical. For

access, 6 learners, or 75% of learners answered "Yes," while the others answered "No." Some learners found pdf files convenient because they could save their internet balance.

For the instruction, material, and guidelines, 87.5% of learners answered "Yes" or very practical, and 75% with the option of practical. Then, dealing with the concept, six respondents or 75% of respondents answered "yes" or practical because the developed worksheet covered the routine context matters. For the teaching material, seven learners, or 87.5% learners answered "yes" or very practical. All learners also agreed that the visual figures were clear.

The data show that the developed worksheet was very practical and did not require revision for further research stage, the field test.

Field test

The field test shows the lowest pretest is 45 while the lowest posttest is 70. The highest pretest is 70 while the highest posttest is 100. The pretest mean score is 56.43 with a posttest mean score of 82.50. The pretest deviation is 7.052 with a posttest deviation of 9.078. The posttest mean score is higher than the pretest, $82.50 > 56.43$. The scores indicated differences between the pretest and posttest of the worksheet implementation.

Table 1. *The descriptive statistic results*

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	28	25	45	70	1580	56,43	7,052
Posttest	28	30	70	100	2310	82,50	9,078
Valid N (listwise)	28						

The researchers used the t-test to determine the differences between the pretest and post-test. Here is the t-test table.

Table 2. *The paired sample test result*

	Mean	Std. Deviation	Paired Differences		t	df	Sig. (2-tailed)
			Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1 Pretest-Posttest	-26,071	2,493	,471	-27,038 -25,105	-55,329	27	,000

The data shows the pretest-to-posttest mean scores have an increment of 26.071, SD = 2,493, and Sig (2-tailed) = 0,00. The result indicated the worksheet influenced the learning outcomes of the learners. The sig (2-tailed) value of the test indicated the result accepted H_a . Thus, the electronic worksheet based on differentiated learning was effective to improve the learning outcomes of the learners based on the pretest-posttest increment.

The developed worksheet responded to the regulation change of learner admission, from academic-based admission into cognitive-noncognitive-based admissions. This worksheet

used the content and product differentiations and used the wizer.me application.

The development of the worksheet adhered to the Merdeka curriculum implementation. The learning objectives at the D-phase consisted of four elements, starting from listening, reading and watching, speaking and presenting, and writing. The developed worksheet consisted of 1) a preface, 2) a table of content, 3) a worksheet based on the learning objective, exercise, and task, and 4) a bibliography. This worksheet applied wizer.me an application to create a worksheet based on the learning objectives. This worksheet also provided teaching materials in the form of texts, videos, links, tasks, and exercises for the learners to work online.

The stages of developing the worksheet began with analyzing the learners' necessities. The analyses were not limited to the material understanding but also non-cognitive matters, such as the learners' background. These analyses were useful to map the learners for further differentiated learning. From the analyses, the researchers designed the worksheet by analyzing the learning objectives. Then, the researchers designed the worksheet with the Canva application to create a prototype with Wizer.me implementation. The design was in soft file and online file to be validated. The experts' recommendations were claiming that the developed product was valid and could be tested although it had minor revisions.

The small group test of the developed worksheet found the developed worksheet very practical and easy to use with some minor recommendations about the Internet balance. In the field test, the learners used the results to improve their learning outcomes, understanding, and writing skill.

From this step, the developed worksheet had some strong points, such as (1) attractive display, (2) contextual material, (3) exercise based on a cognitive level to find information and reflect the cognition, ease of access for laptop or gadget uses, (5) video-based exercises and tasks or links, (6) various options of submission, and (7) facilitation to submit answers in the forms of audio or video recordings or written text.

However, the drawbacks of the developed worksheet were the stable internet connection requirement and internet balance to access the worksheet. Learners could also choose the pdf file for further offline meetings. However, in online learning, all learners chose to use wifi to connect with the learning materials.

The developed worksheet facilitated the

learners to learn in the classroom. They had options along the presented materials via various media to help the learners reach the learning objectives of descriptive text material (Khasanah & Alfindra, 2023); Uci & Susanti, 2023; Sanjaya, 2022; Susanti, 2023; and Sulistyosari et al., 2022). The results showed that the implementation of differentiated learning in the class could facilitate the learners in the learning process. The developed worksheet was also friendly and joyful.

The applied wizer.me application could facilitate the learners to be interactive (Subagja (2023); Musthafa et al. (2023); Simanjuntak et al. (2022); Rahmadani & Putri (2021). In this research, the researchers also found learners with difficulties accessing the instrument so they needed a soft copy as the solution.

CONCLUSION

The results of the learners' necessity analyses of the learners at Public JHS 54 Palembang were varied. Thus, the researchers had to map the varieties based on the interest, learning readiness, and learning profile, starting from the address, economic condition, learning style, socio-culture, and many more. The observation and interview of the teachers found that the implementation of worksheets was only based on the textbook published by commercial publishers. The implementation of the Merdeka Curriculum was also limited because the teachers had no ideas to formulate the learning objectives in the D phase. The teachers also could not adjust the learning based on differentiation.

The electronic worksheet development for descriptive text was based on differentiated learning by applying wizer.me. This matter was useful to make learning interactive with the implementation of technological instruments.

The developed worksheet was valid after being examined by three experts. The validation dealt with material, media, and language aspects. All experts claimed the electronic worksheet was valid and ready for further tests with the learners.

The small group evaluation of the developed product found the worksheet practical. The worksheet had interesting displays because the worksheet used wizer.me application to interact online. Thus, the learners could submit the assignments based on their skills. The field test also showed the influence of the electronic worksheet for descriptive text material with the differentiated learning and wizer.me application. Thus, the worksheet applied to learners' learning material at Public JHS 54 Palembang.

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Dian Eka Sari, Mulyadi Eko Purnomo, & Sri Indrawati

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