

PERCEPTION OF LECTURERS AND STUDENTS ON LECTURES WITH DIFFERENTIATED INSTRUCTION

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ABSTRACT

Each student has different characteristics and ways of understanding and processing information in the learning process. This difference will affect the learning process. One of the important characteristics of effective learning is when the learning process is able to respond to the individual needs of students. This requires teachers to be able to accommodate differences in students so that all have the same opportunity to succeed. Learning that adapts to the diversity of students is an inevitable part. Teachers can make variations of methods, media, or activities in the learning process that facilitate each student as much as possible. Differentiated Instruction is a student-centered approach that adapts to student differences that aims to help students succeed. To reach every student in the class, teachers must always think about the diversity of students, from the planning stage to the design of activities to be used in class and their teaching and assessment processes. Differentiated Instruction is in line with the current curriculum in schools, namely the Freedom to Learn curriculum. This also needs to be responded to at the tertiary level which also implements Merdeka Learning Kampus Merdeka.

Teacher perceptions regarding Differentiated Instruction have also been obtained from research conducted by several researchers. Research on Differentiated Instruction in tertiary institutions and in mathematics is still small, so it is necessary to know how lecturers and students perceive Differentiated Instruction. Likewise, valid instruments for measuring teacher perceptions of Differentiated Instruction have been obtained through research by Coubergs (2017). Five aspects to explore teacher perceptions of Differentiated Instruction which have been tested for validity with a few modifications for lecturer participants, and modifications for student participants are divided into four aspects. The four aspects are mindset, ethical guidelines, flexible grouping, and output.

Kata Kunci: *perception, lecturer, student, differentiated learning*