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Implementation of The Teaching at The Right Level (TaRL) Approach Through Differentiated Learning of Data Presentation Materials

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***Abstract*—Student-centered learning should pay attention to the characteristics of students. Differentiated learning is an effort based on the level of needs, learning styles, and characteristics of students. The Teaching at The Right Level (TaRL) approach can be a link to students' learning needs. This research aims to provide an overview of implementing the Teaching at The Right Level (TaRL) approach in differentiated learning in class VII data presentation material at SMP Negeri 16 Cirebon City. This research uses descriptive qualitative methods. The data sources used are the implementation of the learning and field notes obtained during research. Data collection techniques include interviews, observation, and LKPD. The results of this research indicate that the implementation of the Teaching at The Right Level (TaRL) approach through differentiated learning follows the stages of the Teaching at The Right Level (TaRL) approach, namely classifying students' learning needs, preparing differentiated learning plans and their implementation, as well as reflecting and evaluation of learning. The TaRL approach through differentiated learning can effectively increase students' understanding of data presentation material. It is important to implement differentiated learning strategies in creating an inclusive learning environment and supporting the development of each student individually.**

Keywords— ***Teaching at The Right Level (TaRL); Differentiated learning; Penyajian Data***

I. INTRODUCTION

Education is very important to build the paradigm of a nation. As a country with the fourth largest population in the world, education has a strategic role in building the nation's future. Based on Sintia's opinion quoted by [1] quality of education is a need and requirement to achieve educational goals. To achieve this goal, efforts to improve the quality of education must be cyclical, planned, and carried out continuously by all parties involved in the use of education. Through education, every person's potential can develop and lead a better life and be educated cognitively, affectively, and psychomotorically [2]. Based on this explanation, through quality education, we can create an intelligent society, creative and innovative.

According to Pisa 2018, Indonesia is ranked 72nd out of 79 countries that have joined the Organization for Economic Cooperation and Development [3] and Indonesia, according to the 2015 times results, is ranked 44th out of 49 countries for mathematics and ranked 44th out of 47 countries in the field of arts [4]. Based on this data, it is clear that student achievement in the quality of Indonesian education is low, so the role of competent teachers is still very much needed and still needs to be improved, according to the UNESCO Global Education Monitoring (GEM) report research. In 2016, Indonesia's quality was fifth from the bottom of 14 other developing countries regarding the quality of education [5]. Based on this data, education in Indonesia is still relatively low, several influencing factors include the quality of teaching, even though there are many schools available, the quality of teaching in some areas is still low. This can be caused by a lack of qualified educators, adequate facilities and resources, and

administrative obstacles that affect the effectiveness of the learning process.

The Ministry of Education and Culture research has attempted to improve the quality of teaching by improving the curriculum. The educational curriculum needs to be adapted to the needs of the times and real life. The development of a more relevant and inclusive curriculum, which includes 21st-century skills such as problem-solving, creativity, and interpersonal skills, will better prepare students to face future challenges. The implementation of the curriculum supports creative freedom and student learning, which aims to bridge the gap between the current quality of learning and expectations [6]. [7] believes that the Independent Learning Curriculum emphasizes the importance of effective contributions to improving economic standards for students so that students can learn optimally. In the opinion of [8] the Independent Learning Curriculum is a new breakthrough that can provide encouragement for students to participate actively in learning activities and frees students to choose how they want to learn. One effort that can be taken to provide facilities for students to learn independently is through the Teaching at The Right Level (TaRL) learning approach.

Based on the opinion of Ismail and Zakiah quoted by [9], a learning approach that pays attention to student achievements and has the aim of making it easier for students to master competencies is the meaning of Teaching at the Right Level (TaRL). TaRL aims to gather all students' learning needs and help them develop their abilities. According to [10] the TaRL approach effectively improves Moroccan students' mathematics, Arabic, and French reading competencies through remedial courses adjusted, showing significant improvements in all three subjects. In the sense that the TaRL approach is not to compartmentalize individuals but rather to group them based on their abilities so that there are no gaps in achieving learning goals and can develop their abilities. The TaRL approach can be implemented through differentiated learning. Teaching at the Right Level (TaRL) is one of the many learning approaches, especially differentiated learning, intending to overcome learning gaps by adapting the learning process to the specific (cognitive) level of each student in the class [11].

Differentiated learning is a learning effort that adapts the learning needs of each individual in a particular class [12]. The main aim is to ensure that all students, regardless of their background, abilities, or learning styles, can achieve progress. which is significant in learning [11]. Differentiated learning also encourages collaboration and teamwork between students. In a differentiated learning environment, students are invited to work together, share knowledge, and help each other. This collaboration not only improves students' social skills, but also facilitates the exchange of ideas and deeper understanding. Characteristics of differentiated learning include a learning environment that invites students to learn, clear learning objectives, teachers responding to students' learning needs, effective classroom management, and continuous assessment [13].

Previous research on differentiated learning in mathematics learning, one of which is [14]. with the results of this analysis, it can be concluded that (1) the differentiated approach can be integrated with several learning models such as Problem- Based Learning (PBL), Project Learning (PjBL), and other models that are adapted to students' learning styles; (2) differentiated learning is more interesting and can improve student learning outcomes; (3) Differentiated learning can be used in Mathematics learning because it can accommodate students' learning needs that are tailored to student's interests, learning styles, profiles and learning readiness. In line with research [15]. Differentiation techniques such as discussion, research, and small group teaching in primary and higher education, emphasize improving learning outcomes through individual learning proficiency.

In previous research, the TaRL learning approach through differentiated learning had not been discussed, so in this research there is an update, namely related to the implementation of the Teaching at The Right Level (TaRL) learning approach through differentiated learning. Based on the explanation that has been given, the author aims to accommodate the learning needs of students in class VII E in the mathematical material of presenting data by implementing differentiated learning and the Teaching at The Right Level (TaRL) learning approach.

II. METHOD

This research uses descriptive qualitative research with a case study approach. Qualitative descriptive research is one type of research that is included in the qualitative research type. Descriptive research is a research strategy in which the researcher investigates events and phenomena in the lives of individuals and asks a person or group of individuals to tell stories about their lives. This information was then retold by researchers in a descriptive chronology [16]. The data sources used in this research are: 1) differentiated learning with the TaRL learning approach, 2) the information involved in this research is the class VII E mathematics teacher at SMP Negeri 16 Cirebon City, 3) documents in the form of teaching modules, 4) field notes during activities.

The data collection techniques used were observation, interviews, and document analysis. Researchers carry out teaching and learning activities directly while observing and recording. The research was conducted for two months from May 2024 to June 2024 at SMP Negeri 16 Cirebon City. The data analysis techniques used are, 1) data collection, 2) data reduction, 3) data presentation, and 4) concluding. At the data collection stage, researchers carried out diagnostic tests to obtain data on student learning outcomes, then the data was made into material for compiling teaching modules and applied in class, and then interviews were conducted with students. Data analysis consists of organizing data, presenting data, and drawing conclusions.

III. RESULTS AND DISCUSSION

Based on the diagnostic test carried out in class VII E of SMP Negeri 16 Cirebon City, the results of learning ability in

mathematics subject data presentation material were obtained as follows:

TABLE I. PERCENTAGE OF LEARNING ABILITIES OF CLASS VII E STUDENTS

Advanced Students	Capable Students	Students Need Help
28%	33%	39%

Based on Table 1, there are 36 students in class VII E in the proficient category using the SM code, 10 students in the proficient category, 12 students in the proficient category using the SC code, then 14 students in the need help category using the SB code. From the data obtained, students in the need for help category are still more dominant, this causes the need for a learning approach that meets students' learning needs.

According to the mathematics teacher, "the abilities of students in class VII E are very diverse, some like mathematics, some don't like it, indeed students' motivation to learn is still very low, especially in learning mathematics because students think mathematics is a subject that is difficult to understand and understood." In this case, the TaRL approach is very suitable to be applied to mathematics learning which can be used to implement differentiated learning according to students' abilities [17].

Based on the results of observations in class VII E of SMP Negeri 16 Cirebon City, it can be concluded that students' abilities are very diverse, several students like mathematics, and it was proven that when a diagnostic test was carried out, students in the advanced category were able to solve problems quickly and accurately. SM1 stated, "I like mathematics because

the questions are easy for me to understand and I have studied this in elementary school." In stark contrast to SB10, he said that "mathematics is very difficult, what's more, if you have to calculate, you'll get a headache." In this case, it was found that students who like certain subjects will have high learning motivation to study those subjects [18].

The Teaching at the Right Level (TaRL) approach is a learning method that emphasizes the level of students' abilities rather than their class level. This approach allows teachers to design learning experiences according to the level of achievement and abilities of each student, especially in improving reading and numeracy skills. In the context of the Independent Curriculum, teachers are given the freedom to design learning that suits the abilities or capacities of students in each class, even implementing differentiated learning. This allows teachers to adjust learning content, teaching methods, and level of difficulty based on student abilities, so that each student has the opportunity to learn and develop according to his or her abilities.

By using different LKPD at each level, it is possible for students to achieve their own level of learning achievement, so that the LKPD is deemed effective enough to obtain maximum learning outcomes. This is in line with the expression of SB5 students "Ma'am, the current LKPD is easier to understand because there is little data so I don't have to worry about sorting it ma'am". Motivation to learn indirectly grows among students. Increasing learning motivation means increasing student achievement [19].

In implementing the Teaching at The Right Level (TaRL) learning approach through differentiated learning, several stages that teachers must carry out are, 1) Grouping students' levels of understanding, 2) preparing a differentiated design using the TaRL learning approach, 3) carrying out reflection and evaluation, 4) implementing the TaRL approach through differentiated learning in class VII data presentation material. The following are the results of the data obtained:

1. Grouping Students' Level of Understanding

The first step in implementing learning using the TaRL approach is to map students' learning abilities. There are many ways to map, one of the methods that researchers use is to carry out cognitive diagnostic assessment tests on class VII data presentation material. Diagnostic assessment is the fastest way to determine students' learning needs. Diagnostic assessments are carried out so that teachers can find out the differences between students. The diagnostic assessment is carried out with all students working on 10 practice questions, and then the scores obtained are mapped based on the student's learning abilities or readiness to learn. The questions tested are questions with material that will be taught at the next meeting.

The teacher groups students based on group A = students in the advanced category, group B = students in the proficient category, and group C = students in the need help category. After the mapping is carried out, the teacher can apply differentiated learning using three differentiated learning strategies, namely content differentiation, process differentiation, and product differentiation.

2. Developing a Differentiated Design using the TaRL Approach

Differentiated learning is a learning process where students can learn content based on their talents, what they like, and their special needs [14]. In implementing differentiated learning, requires mature and structured planning based on students' abilities to achieve the goals of the learning. The TaRL learning approach is one approach that is implemented as a form of learning that supports students. The learning plan is prepared with product differentiation which is located on the Student Activity Sheet (LKPD) and student assessment or evaluation activities.

Students are divided into 6 heterogeneous groups, each group consists of two proficient members, two proficient members, and two members who need help. Each member of the group is distinguished by using a ribbon as a sign. Proficient students use green ribbons, proficient students use yellow ribbons and students need help using red ribbons.

The Student Worksheet (LKPD) contains three questions that have been determined for each ability. Students in the advanced category get more complex questions and the teacher's role is only as a facilitator, while students in the proficient category get simpler questions. If they have difficulty working on questions, apply the "3 before me" strategy. The teacher

occasionally comes just to make sure there is no miscommunication. in working on questions. For students in the need help category, they get simpler questions than those in the proficient category. For students in the need help category, all group members will get help in the form of explicit guidance from their group friends who are proficient or proficient until all members can answer the questions correctly.

The design is made with a student-centered learning model where students are free to argue, discuss, present, peer tutor, and other activities and the teacher's role is only as a facilitator, the teacher also provides direct feedback to students if they feel they need help. By using the differentiated learning model, students will gain meaningful learning experiences through the material presented and the activities carried out so that they can develop a deep understanding of the material being studied.

3. Implement the TARL Approach Through Differentiated Learning

The implementation of the Teaching at The Right Level (TaRL) learning approach through differentiated learning in class VII E data presentation material at SMP Negeri 16 Cirebon City is carried out with various activities. The teacher uses a problem- solving-based learning model where there are three syntaxes carried out, namely preliminary activities, core activities and closing activities.

a. Preliminary Activities

In the introductory activity, the teacher begins mathematics learning by greeting and asking for news, then praying together according to their respective beliefs. Followed by checking student attendance. Next, the teacher reviews the material that was studied at the previous meeting, then relates the material to everyday life, and then asks stimulating questions related to the material on the types of data presentation that will be discussed at today's meeting. Several students responded to the trigger question. Then the teacher explains the learning objectives that will be implemented, namely that students can present and interpret data in the form of tables, line diagrams, bar diagrams, and circle diagrams correctly.

b. Core activities

In the core activity, the teacher provides data presentation material first using learning videos and students pay attention and then the teacher responds to the learning video. The teacher asked for conclusions from the video that had been watched, and then one of the students answered, "The conclusion is that there are four types of data presentation, namely, tables, line charts, bar charts, and pie charts." The teacher and friends expressed appreciation for one of the students' answers. Then the teacher briefly reviews and clarifies the types of data presentation.

Differentiated activities begin during the core activities, students are divided into six groups heterogeneously. The LKPD contains three questions with the provisions. For students in the advanced category (blue ribbon), the teacher provides LKPD in the form of data on the number of students at SMP Negeri 16 Cirebon City who are divided into two groups, namely, male and female, then the data is converted into tables and diagrams. line charts, bar charts, and pie charts. For students in the proficient category (yellow ribbon), the teacher provides LKPD in the form of weight data for class VII E students at SMP Negeri 16 Cirebon City, then the data is made into tables, line diagrams, bar diagrams, and pie charts. For students in the category of needing assistance (red tape), the teacher provides LKPD in the form of summative mathematics score data for class VII E of SMP Negeri 16 Cirebon City for 16 students. Then the data is made into tables and bar charts.

Differentiation activities can be called project differentiation, students have different projects depending on their level of understanding and achievement. This differentiation activity provides an opportunity for students to get the same opportunities according to their needs in carrying out learning activities, none of them can complete the project because the project has been adjusted to their needs and abilities. They will also not feel like they have failed to understand the material because they have succeeded in carrying out the project well.

After completing the LKPD, representatives of each group make a presentation on the results of the group discussion. This activity provides new insights for students with different categories and different answers to be able to understand the results of other groups. After the performance was carried out, students gave appreciation to the group representatives who had advanced to the front of the class, then a question and answer session was opened and the teacher only acted as a medium for feedback so that the learning process became interactive.

After the presentation activity was carried out, the next activity was to conclude the results of the discussion from all groups. The teacher addresses one student, "From today's learning and achievements, what can you conclude?" SM 1 answered, "From today's lesson we can determine the types of data presentation and can present data in the form of tables, bar charts, line charts, and pie charts." The teacher and other friends expressed their appreciation by clapping their hands. From the explanation of one of the students regarding the conclusion of today's learning, it has met the learning outcomes and learning objectives that have been conveyed. During the activity, the teacher always involves students in every activity, making students feel free to discuss, ask questions, and explore their knowledge.

c. Closing Activities

In the closing activity, the teacher gave a reflection on today's meeting, then the teacher asked the student's feelings about whether the students felt happy during the learning process, and the students answered happily. Then the teacher informed that the next meeting would carry out a summative assessment. The teacher closed the lesson by giving greetings and apologizing if the learning process was not optimal.

4. Conducting Reflection and Evaluation

After conducting teaching and learning activities, reflection and evaluation need to be carried out in order to provide an overview of learning outcomes whether they have been maximized or whether there are things that need to be improved. This activity is usually carried out at the end of learning, reflection is not only for students but teachers are also required to conduct reflection and evaluation. Reflection involves the evaluation process of learning outcomes based on the planning, implementation, and results stages. The results of reflection and

evaluation on the TaRL learning approach through differentiated learning of data presentation material in class VII E gave positive results on student learning motivation, students were very enthusiastic and played an active role in the learning process.

The implementation of the Teaching at The Right Level (TaRL) learning approach through differentiated learning on the data presentation material of class VII E of SMP Negeri 16 Kota Cirebon can be seen as the application of TaRL learning is considered effective in achieving learning objectives. Although learning is carried out with different categories, students can achieve their respective learning outcomes. With differentiated learning, it can facilitate the needs of students. Students are free to learn during discussion activities, presentations and questions and answers, students actively voice their opinions. Differentiated learning with the TaRL approach not only focuses on students with advanced categories but also pays attention to and guides students with proficient categories and full guidance for students with categories that need help. Students feel happy because they experience meaningful learning and are on the side of students so that the learning provided is not boring and provides a new color in the world of education to pay more attention to the learning needs of students so that the objectives of the learning are achieved.

This is in line with the results of research [20] which states that the application of differentiated learning can increase student activity and learning outcomes and can provide opportunities for students to be able to learn naturally and efficiently. This research is relevant to the results of research [21] differentiated learning models have an impact on increasing inclusivity in the classroom, an attitude of mutual cooperation, participation, helping each other and respecting each other. In addition, student motivation increases by being given activities according to their interests. And the results of student understanding increase from the previous level. Therefore, the implementation of the TaRL approach through differentiated learning can improve student learning outcomes and create an inquiry learning environment.

The research results that are relevant to previous research are research conducted by [9] entitled "Implementation of the Teaching at The Right Level (TaRL) approach through differentiated learning in Indonesian Language subjects at SMP Negeri 1 Surakarta". And in line with the research conducted by [22] entitled "Implementation of the Teaching At The Right Level (Tarl) Approach Through Differentiated Learning for Grade II Elementary School Students". The difference between this study and previous studies lies in the subjects used, in the study [9] the subject used was Indonesian while the researcher used mathematics. In the study conducted by [22] the difference lies in the class level used in the study. The previous study used the elementary school level, while this study used the junior high school level. With different subject matter.

IV. CONCLUSIONS

Based on the results of the research that have been presented related to the implementation of the teaching at the right level (tarl) approach through differentiated learning on the data presentation material for class vii, it can be concluded that learning activities can be carried out in four stages, namely: 1) grouping the level of understanding of students; 2) preparing a differentiated learning design with the TaRL approach; 3) implementing learning activities according to the learning design; 4) conducting reflection and evaluation. Differentiated learning with the teaching at the right level (TaRL) approach makes it easier for students to understand what they are learning according to their ability level. Providing opportunities for students to be able to know their potential according to the learning needs of each student and facilitating students to be able to learn according to their interests, needs, and learning profiles in order to create an inclusive and responsive learning environment. Suggestions for further research are to be able to plan an effective learning design when using the TaRL approach so that students can master basic skills and achieve learning goals.

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