Indonesian Journal of Education and Mathematical Sciences
Vol. 5, No. 3, September 2024, pp. 179~189
ISSN: 2715-985X, DOI: 10.30596/ijems.v5i3.20456

Planning of Transformational Teachers in Differentiated Learning at SMK Negeri 1 Muara Batu, Aceh Utara Regency

Fitria Ulfa[1], Iis Marsithah[2], Riandi Marisa[3]
[1,2,3]Universitas Almuslim, Bireuen, Indonesia
[1]fitriaulfa99@gmail.com, [2]iismarsithah@umuslim.ac.id, [3]riandi.marisa0584@gmail.com

ABSTRACT

Planning is a process to determine goals and objectives to be achieved by taking a strategic method to achieve goals. Transformational teachers are learning leaders who are able to move the education ecosystem in order to realize education that in the learning process is student-centered. Transformational teachers must have free and independent thinking in designing existing learning according to the needs of students, one of which is differentiated learning, because differentiated learning can meet the learning needs of different students so that it can arouse students' activeness, curiosity, learning optimism, and creativity. However, in implementing differentiated learning, transformational teachers face difficulties in understanding the concept and strategies of differentiated learning due to a lack of understanding in the technicalities of managing classrooms with varying levels of student abilities and learning styles in terms of content, processes or products both in preparation and in implementation. This study aims to describe: (1) Planning of Transformational teachers in improving differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency. (2) Supporting and inhibiting factors for the implementation of Teacher Mobilizers in improving differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency. This research is phenomenological using a qualitative approach carried out at SMK Negeri 1 Muara Batu, North Aceh Regency. Data collection techniques through observation, interviews, and documentation. Data analysis techniques are carried out through data reduction, data presentation and data verification. The results of the study show that: (1) The Planning of Transformational teachers in improving differentiated learning at SMK Negeri 1 Muara Batu North Aceh Regency is going well such as: (a) has designed learning in the form of learning outcomes, diagnostic test questionnaires, becoming learning facilitators, and motivating student learning. (b) Designing schedules, learning objectives and flow of learning objectives as well as differentiated learning modules, (c) supervising, conducting diagnostic assessments, analyzing the results of previous report cards to determine the level of student ability, (d) reflecting, preparing learning media in accordance with students' learning styles, developing learning materials and models based on student needs. (e) guided by module 2.1 of the Transformational teachers Education Program. (2) Supporting factors for transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency, namely: (1) library, and (2) Provision of learning tools. The inhibiting factors faced by teachers driving differentiated learning at SMK Negeri 1 Muara Batu North Aceh Regency include: (1) Factors related to students, (2) Factors related to educators which include problems with teachers' mastery of the material, problems with teachers' mastery in classroom management, and (3) Factors related to learning evaluation

Keywords: Transformational teachers Planning, Differentiated Learning

This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License.

Corresponding authors:
Fitria Ulfa,
Department of Educational Administration,
Universitas Almuslim, Bireuen, Aceh.
fitriaulfa99@gmail.com

1. INTRODUCTION

In Law No. 20 of 2003 concerning the national education system, it is explained that education is a conscious effort to realize an active learning process so that it can develop students' self-potential to have religious strength, self-control, personality, intelligence, noble morals and skills for themselves, the community and the nation and also the State.

The Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim, about "Freedom of Learning" delivered on National Teacher's Day in November 2019, has surprised many parties. This idea is a strategic and innovative step as well as a big challenge in the world of education in Indonesia.

In addition to Freedom of Learning, the Minister of Education and Culture also touched on Transformational teachers. This program aims to boost teacher potential and increase student independence in learning. Transformational teachers are part of the educational reform process towards better change, and have a fundamental role in the implementation of independent learning.

Based on the results of initial observations, it was found that in implementing differentiated learning, teachers face difficulties in understanding the concepts and strategies of differentiated learning due to a lack of understanding in the technique of managing classrooms with various levels of students' abilities and learning styles in terms of content, process or products, both in preparation and in their implementation. There is still a lack of teachers in utilizing learning media related to active technology such as interactive multimedia, digital video and animation, podcasts and so on in the learning process. Limited resources such as time, textbooks, or learning equipment. It is difficult to measure the effectiveness of differentiated learning and monitor the progress of each student individually. Not all fellow teachers are open to changes in learning approaches, they have not implemented differentiated learning, namely with aspects of content, process or product.

From the above research, the author sees how teacher planning in implementing differentiated learning in the classroom because planning is one of the management functions that cannot be eliminated to achieve effective and efficient goals. From the results of the search related to these studies, there are similarities and differences between the research that has been carried out previously and the research that will be carried out by the researcher. Therefore, this research is feasible to carry out because it is not plagiarism from previous research. Therefore, the researcher intends to conduct research to describe and study more deeply about the planning of the transformational teachers program in improving differentiated learning. With this, the researcher intends to conduct a research entitled "**Planning of Transformational teachers in Differentiated Learning at SMK Negeri 1 Muara Batu, North Aceh Regency**"

2. RESEARCH METHODS

The approach in this research is a qualitative descriptive approach, namely a research procedure for producing descriptive data sources in the form of written words or words from people and observed behavior. The use of a qualitative descriptive approach is because this research has complex, dynamic and meaningful problems, and requires an in-depth understanding of social situations (Sutrisno Hadi, 2004: 34).

David William in Meleong, (2012: 17) states that qualitative research is collecting data in a natural setting, using natural methods, and carried out by people or researchers who are naturally interested. Descriptive research methods are research strategies and techniques that attempt to describe, record, analyze and interpret conditions or events that already exist and are encountered in the field in the form of society, problems or symptoms in society, by collecting in-depth facts, then data is presented in verbal form, not in numerical form

In this case, the researcher tried to analyze the transformational teachers in the learning process at one of the Vocational Secondary Schools in Bireuen Regency. In this case, the researcher used informants consisting of the Principal, Deputy Principal Bid. curriculum, four transformational teachers, school committee, and three students at SMK Negeri 1 Muara Batu, North Aceh Regency with a total of 10 subjects.

3. RESULTS AND DISCUSSION

Research Results

Planning for Transformational teachers in Differentiated Learning at SMK Negeri 1 Muara Batu, North Aceh Regency

To determine the planning of transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency, it is measured by 5 (five) question indicators, namely: (a) determining the technical implementation, (b) limiting the goals and determining the implementation, (c) collecting and analyzing information, (d) developing alternatives, (e) preparing and communicating plans and decisions

a. Establish technical implementation

To find out how to determine the implementation techniques in the planning of transformational teachers in differentiated learning, the following are the results of the researcher's interview with Mr. Eko Faisal, S.Pd, M.Pd, as the Principal of SMK Negeri 1 Muara Batu North Aceh Regency, stated that:

In determining what to do, when and how to do Teacher Driving Planning on differentiated learning, I asked the teacher to prepare a differentiated lesson plan at the beginning of the semester, then I asked what was needed to support the learning process

The results of the researcher's observation in the field on the technical determination of implementation in the planning of transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency, it can be seen that the technical determination of implementation in the planning of transformational teachers in differentiated learning has gone well, this can be seen by the availability of learning outcomes, diagnostic test questionnaires.

Based on the results of the above interviews and observations, in general, it can be concluded that, the technical determination of the implementation in the planning of transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency has been going well, including the school has designed learning, become a learning facilitator, and motivate student learning.

b. Limiting goals and setting implementation

To find out how to limit targets and set work implementations to achieve maximum effectiveness through the process of determining targets in planning transformational teachers in differentiated learning, the following are the results of the researcher's interview with Mr. Eko Faisal, S.Pd, M.Pd, as the Principal of SMK Negeri 1 Muara Batu, North Aceh Regency, stating that:

In limiting the goals and setting the implementation of work to achieve maximum effectiveness in the planning of the transformational teachers in differentiated learning, I ask teachers to carry out differentiated learning on content, processes or products where possible. If not, then at least among the three there are those that are done by differentiating

The results of the researcher's observation in the field on the limitation of targets and determining the implementation of work to achieve maximum effectiveness through the process of determining targets in the planning of transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency, it can be seen that it has gone well, this can be seen with the learning schedule, the content of the differentiated learning module which includes differentiation, content, processes, and products.

Based on the results of the above interviews and observations, in general, it can be concluded that the restriction of targets and the determination of work implementations to achieve maximum effectiveness through the process of determining targets in the planning of transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu North Aceh Regency has been running well, including the school has designed schedules, learning objectives and the flow of learning objectives as well as differentiated learning modules

c. Collecting and analyzing information

To collect and analyze information in the planning of transformational teachers in differentiated learning, the following are the results of the researcher's interview with Mr. Eko Faisal, S.Pd, M.Pd, as the Principal of SMK Negeri 1 Muara Batu, North Aceh Regency, stating that:

I collect information through the curriculum waka and directly from teachers based on the results of supervision carried out twice in one semester

Observations by researchers in the field about techniques for collecting and analyzing information in teacher planning in differentiated learning, it can be seen that schools conduct periodic supervision in one semester twice, conduct diagnostic assessments, and analyze the results of previous report cards to determine the level of student ability

Based on the results of the above interviews and observations about the technique of collecting and analyzing information in planning teacher driving in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency, in general, it can be concluded that: (1) conducting supervision, (2) conducting a diagnostic assessment, (3) analyzing the results of previous report cards to determine the level of student ability

d. Developing alternatives

To develop alternatives from the results of information analysis in planning teacher driving in differentiated learning, the following are the results of the researcher's interview with Mr. Eko Faisal, S.Pd, M.Pd, as the Principal of SMK Negeri 1 Muara Batu, North Aceh Regency, stating that:

> After supervising the class, I invite teachers to reflect on the learning process in the classroom, if there are obstacles faced then I will try to find solutions in order to support teachers' planning to carry out differentiated learning

Observations of researchers in the field about the development of alternatives from the results of information analysis in teacher planning in differentiated learning, it can be seen that after supervising the classroom, the school reflects on the learning process in the classroom, prepares learning media and content according to the student's learning style, develops materials and learning models based on student needs.

Based on the results of the above interviews and observations on the development of alternatives from the results of information analysis in the planning of transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu North Aceh Regency, in general, it can be concluded that: (1) reflecting, (2) preparing learning media according to the student's learning style, (3) developing learning materials and models based on student needs.

e. Prepare and communicate plans and decisions.

To prepare and communicate plans and decisions, the following are the results of the researcher's interview with Mr. Eko Faisal, S.Pd, M.Pd, as the Head of SMK Negeri 1 Muara Batu North Aceh Regency, stating that:

> In carrying out differentiated learning, they are guided by Module 2.1 provided in the LMS and the independent learning results they get in the training of the Transformational teachers Education Program.

Based on the interviews that have been conducted by the author, in carrying out the planning of transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency, it has been guided by Module 2.1 provided in LMS in the training of the Transformational teachers Education Program.

The results of the researcher's observations in the field about the planning of transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency, it can be seen that the school has prepared module 2.1 of the transformational teachers education program , which is about differentiated learning.

Therefore, from the results of the above research, teacher planning is a learning that is provided by schools to provide student learning by paying attention to learning interests, learning readiness and learning styles. The planning of differentiated learning activities at SMK Negeri 1 Muara Batu, North Aceh Regency, involves all elements of the school, especially the curriculum waka, teachers, committees and students.

The above explanation can be concluded that the planning of transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency is a learning provided by schools to provide student learning by paying attention to their learning interests, learning readiness and learning styles. Therefore, it is very important to create a good atmosphere, of course, it must be good in planning so that at the implementation stage everything can run as planned, this is so that students can develop themselves optimally.

Supporting and inhibiting factors for the implementation of Teacher Mobilizers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency.

Looking at the results of the interview, how the efforts of the transformational teachers in implementing differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency. This is evident from the results of interviews and observations in the field conducted during research at SMK Negeri 1 Muara Batu, North Aceh Regency, proving that there are supporting and inhibiting factors faced by transformational teachers in implementing differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency.

Indonesian Journal of Education and Mathematical Sciences
Vol. 5, No. 3, September 2024, pp. 179~189
ISSN: 2715-985X, DOI: 10.30596/ijems.v5i3.20456

The supporting factors for the implementation of Teacher Mobilizers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency are explained as follows:

a) Library

A school library is a place that is an integral part of a school educational institution as a place to store, collect library materials that are managed and arranged systematically in a certain way to be used by students and teachers as a source of information, in order to support teaching and learning programs in schools. The library gives each child the possibility to learn individually. In the independent study program or enrichment program activities for fast children, the library is an important place and facility. Without an adequate library, it is very difficult to be able to carry out the independent study or enrichment program. Ideally, a good library is one that has a number of books with a ratio of 10 books per person.

To find out the library facilities in supporting differentiated learning at SMK Negeri 1 Muara Batu North Aceh Regency which is addressed to the principal, School Supervisor, Vice President for Curriculum, transformational teachers and students.

"Mr. Eko Faisal, S.Pd, M.Pd as the principal of the school replied: We already have an adequate library. Books are also available."

Agreeing with what was conveyed by the principal, Mrs. Nurhayati, S.Pd as the school supervisor also expressed the following:

"The school library is good, subject books are widely available."

Then the researcher asked the question, whether the transformational teachers uses the library as a learning resource for Asyifa students who are grade XII RPL students revealed as follows:

"Yes, we use books that are in the library and some are from douwnload results."

The results of the researcher's observations in the field related to library facilities in supporting differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency, it can be seen that the library of SMK Negeri 1 Muara Batu, North Aceh Regency has met the criteria of a good library that has a number of books with a ratio of 10 books per person, but to support differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency, the transformational teachers also prepare digital book links for downloaded by students.

b) Provision of Learning Tools .

To find out the provision of differentiated learning tools at SMK Negeri 1 Muara Batu North Aceh Regency which is addressed to school principals, School Supervisors, Vice President for Curriculum, transformational teachers and students.

"Mr. Eko Faisal, S.Pd, M.Pd as the principal of the school replied: Learning tools are already supportive, we have provided wifi, laptops and other teaching aids."

In line with the above expression, Mrs. Zuraida, S.Pi, M.Si as the Vice President for Curriculum said that"

"For learning tools, we provide wifi in schools so that teachers and students can access a variety of learning materials."

Slightly different from what was conveyed by the principal, Mrs. Nurhayati, S.Pd as the school supervisor revealed the following:

"Not completely, because there are still classes that do not reach the internet network, then the number of infocus is also still lacking."

Then the researcher asked the question, whether the transformational teachers uses learning tools that support the learning process to Fitrah Syawali who is a grade XII RPL student revealed as follows:

"Yes, usually teachers bring laptops, props such as cardboard, scissors, drawings and others according to the material presented."

The results of the researchers' observations in the field related to the provision of learning tools in supporting differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency, it can be seen that SMK Negeri 1 Muara Batu, North Aceh Regency has provided wifi, laptops and other teaching aids, but there are still classes that do not reach the internet network, then the number of infocus is also still lacking.

This is not a significant obstacle because in addition to using these learning tools, the transformational teachers also brings personal laptops, other teaching aids in accordance with the material presented.

Meanwhile, the factors that hinder the implementation of Teacher Mobilization in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency were directed to questions to the principal, School Supervisor, Vice President for Curriculum, teacher and students.

> "Mr. Eko Faisal, S.Pd, M.Pd as the principal of the school replied: The learning results obtained by students in the learning process in the classroom are good and students are more enthusiastic and creative."

Agreeing with what was conveyed by the principal, Mrs. Nurhayati, S.Pd as the school supervisor also expressed the following:

> "For learning outcomes in general, it is good, although there are still some things that are lacking. It is usually held remedial again by teachers in their field of study."
>
> Mrs. Faizah, S.Pd as a transformational teachers said that"
>
> "The challenges faced by students when implementing differentiated learning are (1) Adjustment of student learning needs, (2) Testing and evaluation, (3) Classroom management skills. The solution is to make a mapping of student needs and make good classroom management.
>
> The challenges faced as educators when implementing the Transformational teachers Program are changes in curriculum, policies, technology and community demands that affect the world of education. The solution is that I have to adjust according to the existing situation. and what is the solution.
>
> The challenge I face is related to learning evaluation when implementing differentiated learning, namely that this learning can have a positive impact on students. This positive impact is very useful for triggering *students' critical thinking* . In terms of this positive side, this is what makes teachers interested in implementing differentiated learning. However, the reality in the field is certainly not smooth, there are various challenges that hinder the implementation of this learning, one of which is in terms of time. The solution is good time management in the learning process."

Furthermore, Mr. Venus Sulthony, S.Kom as the transformational teachers also revealed the following:

> "The challenges faced by students when implementing differentiated learning sometimes there are students who do not like the group that we have determined according to their learning style. The solution is usually to give understanding to the student so that he can collaborate with all colleagues in the class
>
> The challenges I face as an educator sometimes need colleagues to collaborate, but my colleagues are in the way, or our hours are clashing so that we cannot be together.
>
> The challenge I face is related to learning evaluation when implementing differentiated learning, which is when we have to continuously monitor students who are working in groups to conduct formative assessments. The solution is to keep monitoring how each student participates in group work."

The results of the researchers' observations in the field related to the factors inhibiting the implementation of Teacher Mobilizers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency are influenced by three factors, namely:

1. Factors related to students,
   The challenge faced by teachers driving differentiated learning when implementing differentiated learning is that sometimes there are students who do not like the group that we have determined according to their learning style because group members are not confused, always the same colleagues, if there are group members who are not present, other group members will be overwhelmed to complete the project.
2. Factors related to educators,
   As a teacher, the driving force in differentiated learning must adjust the material to be taught and developed according to the learning needs of students. In their role as a learning manager or learning

manager, teachers must be able to manage the classroom because the classroom is a learning environment and one of the aspects of an organized school environment. Teachers must have expertise so that they are able to carry out their duties and functions

3. Factors related to learning evaluation.
   Learning evaluation when implementing differentiated learning is when teachers have to continuously monitor students who are working in groups to conduct formative assessments with a limited time.

Discussion

Based on the results of interviews, observations, and document studies that have been carried out, several data have been obtained on the planning of transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency where schools provide educational services for students as much as possible. A number of data obtained by researchers need to be interpreted so that the data found can be accounted for for its truth. From the findings, the author then attempts to conduct an analysis of the results of research related to the use of transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency.

This research was carried out by looking at the facts and field findings as described in the previous chapter, and comparing them with the concepts or theories in the Interpretation of Transformational teachers in Differentiated Learning. After that, the author will also focus on the discussion in accordance with the next problem of this research, namely the use of transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency and the supporting and inhibiting factors of differentiated learning. The results of the discussion about SMK Negeri 1 Muara Batu in North Aceh Regency were carried out through several stages. The stages are:

Planning of transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency

Udin (2011:3) defines that planning is a series of activities to prepare decisions regarding what is expected to happen (events, circumstances, atmosphere, and so on) and what will be done (intensification, existentialization, revision, renovation, substitution, creation, and so on). Manap (2014:13) also explained that good planning is the most likely planning to be implemented. Through planning, the goals to be achieved, the scope of the work to be carried out, the people involved in the work, the various resources needed, as well as the steps and work methods selected based on their urgency and priorities, can be explained.

Based on the above statement, it can be concluded that the process of extracurricular management in schools should begin with careful planning by teachers, and principals as those who play a role in making decisions on differentiated learning. At the stage of planning differentiated learning in schools, there are several steps that need to be taken before organizing differentiated learning.

According to (Mohammad Mustar, 2014:7) the steps in planning consist of five things, namely:

1) Establish what to do, when and how to do it
2) Limiting targets and setting work implementations to achieve maximum effectiveness through the process of setting targets.
3) Collecting and analyzing information
4) Developing alternatives.
5) Preparing and communicating plans and decisions

According to Eca, et al. (2020: 138) With careful planning, it can facilitate every activity that has been agreed upon by the principal, teachers, extracurricular coaches, in carrying out differentiated learning where there is careful planning, students can easily carry out differentiated learning effectively and efficiently.

The planning of teachers driving differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency begins with planning that has been designed as well as possible, first making the learning plan as good as possible in differentiated learning planning, which involves all elements of the school. Technical determination of implementation in teacher planning in differentiated learning at SMK Negeri 1 Muara

Batu, North Aceh Regency, the school has designed learning in the form of learning outcomes, diagnostic test questionnaires, becoming learning facilitators, and motivating student learning

Limiting targets and determining work implementations to achieve maximum effectiveness is carried out through the process of determining targets in the planning of transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency has designed schedules, learning objectives and flow of learning objectives as well as differentiated learning modules.

The technique of collecting and analyzing information in the training of transformational teachers in differentiated learning is carried out through (1) supervision, (2) diagnostic assessment, (3) analysis of the results of previous report cards todetermine the level of student ability.

Techniques for developing alternatives from the results of information analysis in the Teacher Awareness of Differentiated Learning are carried out by the principal along with other elements (1) reflecting, (2) preparing learning media according to the student's learning style, (3) developing materials and learning models based on student needs

Government regulatory guidelines in carrying out teacher driving planning in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency are guided by Module 2.1 provided in LMS in the training of the Transformational teachers Education Program.

Supporting and inhibiting factors of Transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency

With supporting factors, all learning activities will run smoothly according to the desired expectations. With the existence of inhibiting factors for transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency, it can improve quality and smoothness if handled and managed properly and correctly.

The supporting factors for transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency, are: (1) library, and (2) provision of learning tools.

In addition to supporting factors, there are also inhibiting factors faced by teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency, including: (1) Factors related to students, (2) Factors related to educators which include problems with teachers' mastery of materials, problems with teachers' mastery in classroom management, and (3) Factors related to learning evaluation.

The way to overcome these obstacles is to do various things, namely (1) mapping student needs and making good classroom management, (2) good time management in the learning process, (3) giving students an understanding to collaborate with all colleagues in the class, and (4) actively monitoring how each student participates in group work.

4. CONCLUSION

Based on the results of the research and discussion that the researcher has explained, it can be seen that the planning of Teacher Mobilizers in improving differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency has been going well. The following is an explanation of the conclusion of the Transformational teachers planning in improving differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency:

1. The Planning of Transformational teachers in improving differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency is going well such as: (1) has designed learning in the form of learning outcomes, diagnostic test questionnaires, becoming learning facilitators, and motivating student learning. (2) Designing schedules, learning objectives and flow of learning objectives as well as differentiated learning modules, (3) supervising, conducting diagnostic assessments, analyzing the results of previous report cards to determine the level of students' abilities, (4) conducting reflections, preparing learning media in accordance with students' learning styles, developing learning materials and models based on student needs. (5) guided by module 2.1 of the Transformational teachers Education Program.
2. The supporting factors for transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency, are: (1) library, and (2) provision of learning tools.

3. The inhibiting factors faced by transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency include: (1) Factors related to students, (2) Factors related to educators which include problems with teachers' mastery of materials, problems with teachers' mastery in classroom management, and (3) Factors related to learning evaluation.

Implication

The implementation of this research has implications for related parties, including:

1. The planning steps of transformational teachers in improving differentiated learning at SMK Negeri 1 Muara Batu North Aceh Regency are carried out by (1) determining what to do, when and how to do it, (2) limiting goals and setting work implementations to achieve maximum effectiveness through the process of setting targets, (3) collecting and analyzing information, (3) developing alternatives, (4) preparing and communicate plans and decisions
2. The supporting factors for transformational teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency, are: (1) library, and (2) provision of learning tools. In addition to supporting factors, there are also inhibiting factors faced by teachers in differentiated learning at SMK Negeri 1 Muara Batu, North Aceh Regency, namely: (1) Factors related to students, (2) Factors related to educators which include problems with teachers' mastery of the material, problems with teachers' mastery in classroom management, and (3) Factors related to learning evaluation

Suggestion

The implementation of differentiated learning, which is provisionally a new thing in the world of Indonesian education, makes teachers should learn a lot about this. The application of differentiated learning needs to be pursued by all teachers in Indonesia because this learning accommodates the different learning needs of students, which of course is very meaningful for students. Differentiated learning is child-friendly learning and this is in line with Indonesia's commitment to supporting learning for all. Another positive impact of the implementation of differentiated learning is the increase in students' ability to understand learning. This happens because of the increased enthusiasm and interest in learning of students as a result of teaching that is tailored to students' interests and learning styles.

Teachers need to maximize the application of differentiated learning to be in accordance with its essence. Due to the lack of experience of teachers in implementing this differentiated learning model, differentiation has not been fully carried out. Teachers still often apply the old undifferentiated learning model. Learning content is still not differentiated, and neither are processes and products. Therefore, socialization and training on the application of differentiated learning for teachers need to be followed until the provision of knowledge is sufficient. The principal as the leader and supervisor of the performance of educators in schools needs to continue to support the implementation of this differentiated learning. The facilities and infrastructure needed in differentiated learning need to be met. Likewise, in order to achieve good human resources in implementing differentiated learning, school principals need to increase opportunities for teachers to participate in workshops, training, and socialization of the implementation of differentiated learning

REFERENCES

[1] Abdul Gafur. 2012. *Learning Design*. Yogyakarta: Ombak Publisher.
[2] Albitar Septian Syarifudin. (2020). "*Implementation of Online Learning to Improve the Quality of Education as an Impact of Social Distancing*". Metalungua: Journal of Indonesian Language and Literature Education, volume 5, no.1
[3] A. Muri Yusuf. 2015. *Educational Assessment and Evaluation*: Pillar of Information Provider and Education Quality Control Activities. Jakarta: Prenadamedia Group.
[4] Aip Badrujaman. 2018. Theory and Application of Evaluation of Counseling Guidance Program. Jakarta: PT. Index.
[5] Arikunto, Suharsimi., and Safruddin, Cepi. 2018 Evaluation of Educational Programs (Theoretical, Practical Guidelines for Students and Educational Practitioners. Jakarta: Bumi Aksara.
[6] Al-Shehri, M. S. 2020. Effect of differentiated instruction on the achievement and development of critical thinking skills among sixth-grade science students. International Journal of Learning, Teaching and Educational Research, 19 (10), 77–99. https://doi.org/10.26803/IJLTER.19.10.5

[7] Brungel, R., Ruckert, J., & Friedrich, C. M. 2020. Project-Based Learning in a Machine Learning Course with Differentiated Industrial Projects for Various Computer Science Master Programs. 2020 IEEE 32nd Conference on Software Engineering Education and Training, CSEE and T 2020, Ml, 50–54. https://doi.org/10.1109/CSEET49119.2020.9206229
[8] Defitriani. 2018. *Differentiated Instruction: What, Why and How to Apply It*. Journal of Mathematics Education, Vol. 2., No. 2, p.116.
[9] Dewi Sopianti. 2022. Implementation of Differentiated Learning in Cultural Arts Subjects. Journal of Music Education. Vol. 1., No.1, p. 6
[10] Demir, S. 2021b. The Impact of Differentiated Instructional Media on the Motivation and Opinions of Students towards Science Learning in Terms of Learning Styles. Shanlax International Journal of Education, 9(3), 16–25. https://doi.org/10.34293/education.v9i3.3723
[11] Didi Pianda. 2018. *Teacher Performance*. West Java: CV Jejak.
[12] Djaali and Pudji Muljono. 2018. *Measurement in Education*. Jakarta: Gramedia
[13] Darojat 2015. *Educational Program Evaluation Model*, ISLAMADINA Journal, Volume XIV, No. 1, March 2015: 1-28.
[14] Eksa, et al. 2022. The Effect of Differentiated Learning Assisted by RME-Based Geometry Teaching Materials on the Mathematical Reasoning Ability of Grade 3 Elementary School Students. Journal of PAJAR (Education and Teaching), Vol. 6., No. 4, p. 1179.
[15] Eko Putro Widoyoko. 2015. Evaluation of Learning Programs (Practical Guide for Educators and Prospective Educators). Yogyakarta: Student Library.
[16] Firdausi, Arif and Barnawi. 2012. *Profile of Professional Vocational Teachers*. Yogyakarta: Ar-Ruzz Media.
[17] Handoko, Hani T. 2019. *Management.* Yogyakarta: BPFE.
[18] H.B. Siswanto. 2019. *Introduction to Management*. Yogyakarta: Ar-Ruzz Media
[19] Heni Kristiani, et al. 2021. *Differentiated Learning development model.* Center for Curriculum and Learning, Educational Standards, Curriculum, and Assessment Agency, Ministry of Education, Culture, Research, and Technology, Republic of Indonesia
[20] Hendri, N. 2020. *Freedom of Learning; between rhetoric and application*. E-Tech, 08(1), 1–29. http://ejournal.unp.ac.id/index.php/e-tech
[21] Wisdom. 2018. *Education Management.* Bandung: Pustaka Setia.
[22] Jessica Hockett. 2018. Differentiation Strategies and Examples Grades 6-12. Department of Educatio
[23] Jenri Ambarita and Pitri Solida. 2023. *Implementation of Differentiated Learning*. Bandung: Adab Publishers.
[24] Jamil Suprahitiningrum. 2017. *Learning Strategies*. Jogjakarta : Ar-Ruzz Media
[25] Ministry of Education and Culture of the Republic of Indonesia. 2020 "Freedom of Learning Episode Five: Transformational teachers"
[26] Ministry of Education and Culture of the Republic of Indonesia. 2020" Circular Letter of the Minister of Education and Culture Number 1 of 2020"
[27] KS Nagiri, et al. 2020. *Exploring the Basic Principles of Transformational teachers through the Reconstruction of Nurcholish Madjid's Thought*. https://jurnal.syntax-idea.co.id . Accessed on 05 November 2023.
[28] Kusumah, W., & Alawiyah, T. 2021. Transformational teachers: Encouraging the Advancement of National Education. Publisher Andi.
[29] Manap Somantri. 2014. *Educational Planning*. Bandung: IPB Press.
[30] Mahfudz. 2023. *Differentiated Learning and Its Application*. Journal of Scientific Research, V. 2., No.2. p. 538.
[31] Marlina. 2021. Guidelines for the Implementation of the Differentiated Learning Model in Inclusive Schools. Medan: Perdana Publishing.
[32] Moh. Suardi. 2018. Learning and Learning. Yogyakarta: CV Budi Utama.
[33] Moelong J Lexi. 2015. *Qualitative Research Methods*. Bandung: Remaja Rosdakarya.
[34] Mulyasa, H. E. 2021. Become a teacher driving independent learning. Bumi Aksara
[35] Meria Ultra. 2022. *Differentiated Learning in Mathematics Learning in the Independent Curriculum*, Scientific Journal of Mathematics and Statistics Education, Vol. 3., No. 3.
[36] Nandang Sarip Hidayat. 2012. *Problems of Arabic Language Learning*. Academic Journal, Vol. 37., No. 1, p. 83
[37] Nadiem, A. M. 2020. *Presentation of the teacher program in the launch of independent learning episode 5 about "Transformational teachers*." https://youtu.be/X6vP4AkEsLM
[38] Government Regulation of the Republic of Indonesia. No. 57 of 2021 concerning National Education Standards. Jakarta
[39] Government of the Republic of Indonesia. Law No. 20 of 2003 concerning the National Education System. Jakarta
[40] Purba Mariati, et al. 2021. *Principles of Differentiated Learning Development*. Jakarta: Center for Curriculum and Learning.
[41] Purwoko Agung. 2020. Freedom of Learning and the Abolition of the UN. Semarang: Lontar Merdeka

[42] Progella, A. A. 2019. Differentiated Instruction Approach Using Triarchic Teaching: Students' Learning Assessment in Science. Ascendens Asia Journal of Multidisciplinary Research Abstracts, 3(2L).
[43] Rezeki, et al. 2022. Implementation of Differentiated Learning to Improve Students' Creative Thinking Skills. Multidisciplinary Journal, Vol. 1., No. 3, pp. 173-180.
[44] Rusydy Ananda and Tien Rafida. 2017. *Introduction to Educational Program Evaluation*. Medan: Perdana Publishing.
[45] Saefullah, 2014. *Islamic Education Management*. Bandung: Pustaka Setia.
[46] Stufflebeam, D.L., & Shinfield, A.J. 1985. *Systematic evaluation*. Boston: Kluwer Nijhof Publishing.
[47] Sudjana. 2006. Evaluation of Out-of-School Education Programs (For Non-Formal Education and Human Resource Development). Bandung: Remaja Rosdakarya.
[48] Sugiyono. 2017. Educational Research Methods Quantitative, Qualitative, and R&D Approaches. Bandung: Alfabeta
[49] Sugiyono. 2016. *Research and development methods*. Bandung: Alfabeta
[50] Stephen Joseph. 2013. The Impact of Different Instructions in Teacher Education Environments: Success and Response. International Journal of Higher Education, Vol. 2., No. 3.
[51] Syamsir Kamal. 2021. Implementation of Learning in an Effort to Improve Mathematics Learning Activities and Outcomes. Journal of Learning and Educators, Vol. 1., No. 1, p. 94.
[52] Sugiyarta, S., Prabowo, A., Ahmad, T. A., Siroj, M. B., & Purwinarko, A. 2020. *Identification of Teachers' Abilities as Transformational teachers in Semarang Residency*. Journal of the Teacher Training Profession, 6(2), 215-221.
[53] Tomlinson, Carol, Ann., 2001. *How to Differentiate Instruction in Mixed-Ability Classrooms Alexandria*, Virginia USA: Association for Supervision and Curriculum Development.
[54] Usman, et al. 2022. Understanding of One of the Teachers at Man 2 Tangerang Regarding the Differentiated Learning System in the Independent Curriculum. Journal of Education and Teaching Review, Vol. 5., No. 1, p. 35
[55] Udin Syaefudin Sa'ud d an Abin Syamsuddin Makmun. 2011. *Educational Planning, A Comprehensive Approach*. Bandung: Roosda Karya.
[56] Yusak Yokana, et al. 2023. Application of Differentiated Learning by Transformational teachers in Vocational High Schools. Journal of Educational Dynamics, Vol. 16., No.1, p. 7
[57] Zainal Arifin. 2019 Program Evaluation (Theory and Practice in Educational and Non-Educational Contexts). Bandung: Remaja Rosdakarya.
[58] Winataputra, U. S., Delfi, R., Pannen, P., & Mustafa, D. 2014. *The Nature of Learning and Learning. The Nature of Learning and Learning*, 1-46.