
INTERNATIONAL
JOURNAL OF ADMINISTRATION
AND EDUCATION
ASHA
PUBLISHING

E-ISSN: 3046-7632
International Journal of Administration and Education (IJAE)
https://journal.ashapublishing.co.id/index.php/ijae/hm

Application for the Differentiated Learning Model in Office Management and Business Services

Muhammad Alief Gunawan[1], Sirajuddin Saleh[2*], Muh. Darwis[3]
[1,2,3]Universitas Negeri Makassar, Indonesia
Corresponding author's email: sirajuddinsaleh@unm.ac.id

ABSTRACT

This study focuses on the application of a differentiated learning model in the basic subjects of office management and business services class X MPLB at SMK Wahyu 1 Makassar. This study aims to determine how a differentiated learning model is applied in the basics of office management and business services for class X at SMK Wahyu 1 Makassar. This study utilizes a descriptive qualitative approach by involving research informants in data collection, namely, the head of the MPLB department, teachers of basic subjects of Office Management and Business Services, MPLB teachers, and class X students of the MPLB department. Data collection is carried out by observation, interview, and documentation techniques; then the data is analyzed through the process of data condensation, data presentation, and conclusion drawing. The results of this study show that the application of a differentiated learning model in the basic subjects of office management and business services class X MPLB at SMK Wahyu 1 Makassar, when viewed from the three indicators, can be said to be effective. The research results for each indicator provide evidence of its effectiveness: The Preparation Stage is not effective because there is a gap between real implementation in the field which results in students' learning experiences not really reflecting real differentiated learning. The Implementation Stage has been effective because teachers have successfully demonstrated creativity in identifying students' interests through concept maps to explore initial knowledge, relate theory to students' real experiences, theoretical aspects to practice, even though limited by predetermined learning outcomes. The Evaluation Stage is effective because it shows using various forms of assessment such as pre-test and post-test to monitor students' level of understanding, as well as providing direct feedback as a form of appreciation and correction to their work results.

Keywords: Application, learning model, differentiation

INTRODUCTION

Learning serves as a personal catalyst for development. In essence, learning activities are two-way interactions between teachers and students. Teachers must have a variety of skills to teach students, which is not easy. "Considering that each student has a uniqueness with a different level of understanding, teachers need to recognize and understand the character of each student. Students will experience obstacles in capturing learning if teachers do not consider their character and individuals when delivering lessons" (Akib et al., 2024; Melati & Saleh, 2024; Wahyuni et al., 2024).

The real picture is currently not in accordance with existing expectations. "Learning should focus on the demands of the curriculum while accommodating all students' diverse interests, talents, and potential" (Arhas et al., 2024; Nasra et al., 2024; Nurfausiah et al., 2024). The key to successful learning lies with the teacher, who is expected to respond to students' expectations, educational goals, and the enjoyable learning processes that align with their diverse interests, talents, and potential. Successful learning occurs when students are actively involved in both thinking and acting, so teachers need to play the role of creative and innovative facilitators in formulating learning activities that encourage students to express their opinions, conduct simple research, and practice the material learned, where the way

teachers manage learning in the classroom greatly determines how actively students learn and how well they achieve.

The use of learning models in educational activities points out the value of grasping the fundamental concepts of a discipline by engaging students in the learning process (Annisa et al., 2025; Chavez et al., 2025; Senge, 1991). Therefore, an effective step is to apply a differentiated learning model. In the activities of the learning process, there are many models, one of which involves differentiation. Differentiated learning respects each student in educational activities that acknowledge their learning preferences within the developmental zone. In teaching design and evaluation, teachers respectfully and creatively acknowledge students' interests while maintaining their professionalism to meet academic standards. "Differentiated learning is a necessity in education because each individual student has different unique characters, where the model is based on the understanding that each student experiences different psychological developments" (De Jager, 2013; Thapliyal et al., 2022; Wibowo et al., 2025). So that through the application of differentiated learning, teachers can direct students to understand the material based on their individual conditions while accommodating differences in interests and the ability to provide diverse learning experiences and meaningful.

Introduction to the unique characteristics of each student is an important aspect for teachers because it is the basis for designing an effective learning strategy, where the educational process is essentially a form of guidance and support provided to students during teaching and learning activities by placing students at the center of all educational components so that the teaching process can be defined as a series of learning activities that are carried out to realize predetermined learning targets.

The situation at SMK Wahyu 1 Makassar is closely aligned with national vocational education policies, particularly the government's push toward the revitalization of vocational schools through the "SMK Pusat Keunggulan" (Center of Excellence) program. This policy emphasizes differentiated instruction, industry-aligned competencies, and student-centered learning as core components of modern vocational curricula. Therefore, examining how differentiated learning is implemented at the local level is essential for understanding how national policies translate into classroom practices.

Based on the results of observations conducted at SMK Wahyu 1 Makassar, it shows that teachers are still experiencing limitations in identifying individual learning needs of students and understanding the characteristics of each student, which is reflected in the low interest in learning of students, such as the lack of attention to the teacher's explanation during the learning process and the weak understanding of students of the material that has been taught in previous meetings. By considering the various problems that have been identified, this study examines the application of the learning model in the subject of office management and business services in class X MPLB at SMK Wahyu 1 Makassar, which is very important to carry out.

METHOD

The research is using a qualitative approach. Qualitative research methods are phenomena or symptoms, both in behavior and actions (Saleh 2023). The qualitative method relies on in-depth interview methods, participatory observation, and group discussions with a natural setting. A qualitative approach is used to understand the phenomenon of problems that occur through the responses or perceptions of informants, without involving a percentage of data in the form of statistical numbers. The type of research used is descriptive qualitative by

involving interviews, observations, and documentation to obtain research data from various informants.

The focus of this research is on the application of differentiated learning models used for MPLB class X students in the basic subjects of office management and business services. There are 3 indicators used, namely (1) the preparation stage, (2) the implementation stage, and (3) the evaluation stage. The number of informants in this study consisted of 5 people, namely 1 department head, 2 teachers, and 2 students.

The data collection techniques used in this study are interviews, observations, and documentation. The interview was used to explore more in-depth, comprehensive, and contextual data regarding the application of differentiated learning models in the basic subjects of office management and business services class X MPLB at SMK Wahyu 1 Makassar. The research instruments used in this study include interview guidelines, observation guidelines, and documentation guidelines that have been prepared previously with reference to the application of differentiated learning models in the subject of office management basics and business services grade 10 MPLB at SMK Wahyu 1 Makassar. Data analysis was carried out based on facts found in the field. The steps of qualitative data analysis consist of (1) data collection, (2) data condensation, (3) data presentation, and (4) conclusion drawing.

To enhance the natural presentation of the results, data from interviews and observations were integrated during analysis. Observation notes were used to validate statements from teachers and students, while interview excerpts helped explain classroom behaviors watched during teaching activities. This triangulated approach ensured a more authentic and credible representation of the implementation of differentiated learning.

RESULT AND DISCUSSION

Preparation Stage

Based on the results of data analysis derived from interviews, observations, and documentation, it can be concluded that the indicators of the preparation stage in implementing the differentiated learning model for class X MPLB at SMK Wahyu 1 Makassar are still considered ineffective. The findings reveal a discrepancy in perceptions between teachers and students regarding the concept and practice of differentiated learning. This difference reflects an early stage of understanding where both parties are still adapting to new approaches. Teachers are in the process of interpreting how differentiation should be applied, while students are gradually adjusting to a learning system that emphasizes individual needs and diversity.

Despite its current limitations, this stage represents an important foundation for the future implementation of differentiated learning. Teachers have begun to align learning objectives and classroom activities with the varied needs of students, acknowledging the importance of accommodating different learning styles. Such awareness marks a positive initial step, as it demonstrates the teachers' willingness to move away from uniform instructional methods toward more inclusive and student-centered practices. Although not yet optimal, this phase serves as a transition period in which understanding and responsiveness to learners' differences are being cultivated.

In implementing the differentiated learning model, teachers design curriculum components and learning principles that align with students' varied characteristics and abilities. The focus of instruction gradually shifts from merely achieving uniform grade targets or completing the syllabus toward creating learning experiences that place students at the center of the process. This approach requires teachers to rethink their planning, ensuring that

each learning objective, method, and assessment strategy reflects the uniqueness of every learner. Differentiation thus becomes not just an instructional technique but a mindset that values diversity as an essential aspect of the learning environment.

The ultimate goal of this process is the growth of individual competencies that differ according to each student's strengths, interests, and pace of learning. Rather than expecting all learners to reach the same outcomes in identical ways, teachers encourage multiple pathways toward mastery. "Some students may excel in analytical reasoning, while others demonstrate creativity or communication skills as their strongest areas" (Gross, 1981; Murchison, 2020; O'Keeffe, 2020). Through differentiated instruction, these differences are recognized and nurtured, allowing every student to progress meaningfully. This approach not only enhances academic achievement but also fosters confidence, independence, and lifelong learning habits.

The findings of the interviews provide an overview that shows that learning planning (teaching module) has not clearly reflected diverse learning success indicators according to individual student needs. Despite the awareness and efforts expressed in the interviews, the implementation of learning achievement benchmarks that accommodate student differences has been suboptimal and not fully integrated into teacher planning documents. This suggests that there is a gap between understanding and differentiated learning planning practices observed in the classroom.

At the preparation stage, the teacher makes a schedule for the implementation of the assessment and then identifies the assessment material. After that, the teacher prepares some simple questions; after that, the students start working on the questions that the teacher made earlier, and then the questions made by the teacher can later be processed and can be grouped by students according to their respective categories (Ainie et al., 2023; Dapa, 2020; Harto et al., 2023). In the differentiated learning model, teachers need to understand the character, interests, abilities, and needs of students, and consider learning media that is in accordance with the effectiveness of learning. However, it was found that there was a difference between real implementations that resulted in students' learning experiences not fully reflecting true differentiated learning, although the theory emphasized the importance of shifting the focus from the final score target to the development of individual student competencies, the reality on the ground showed something different.

The limited effectiveness of the preparation stage can be interpreted through several theoretical lenses. From a leadership perspective, inadequate instructional supervision can lead to inconsistencies between planned learning documents and real classroom practices. Furthermore, school culture plays an important role; if teachers are accustomed to traditional, uniform teaching approaches, the shift toward differentiated instruction becomes more difficult to internalize. Infrastructure limitations, such as the lack of diagnostic tools or varied learning resources, also prevent teachers from fully adapting lessons to individual student needs. These contextual factors help explain why the preparation stage has not yet reflected the ideal principles of differentiated learning.

Implementation Stage

Based on the results of data analysis obtained through interview, observation and documentation techniques, it can be concluded that the indicators of the implementation stage of the differentiated learning model in class X MPLB SMK Wahyu 1 Makassar can be said to be effective in this case showing the efforts of teachers within the framework of the curriculum that has been set. Although limited by established learning outcomes, teachers demonstrate creativity by identifying students' interests by using concept maps to explore initial knowledge, connect the material with students' real-life experiences, and connect theory with

practice. Various forms of assessment such as pre-test and post-test are used to monitor students' understanding, while direct feedback is given as a form of appreciation and correction for their work.

The stage of implementing the action starts from the preliminary activity, and observation is carried out at the same time as the implementation of the action to determine the suitability between the learning plan and its implementation in the classroom (De Jager, 2013; Lim & Park, 2022).This approach fosters an engaging classroom atmosphere by combining discussion with direct practice. Students are not only involved in theoretical conversations but also experience learning through tangible activities that allow them to apply what they have learned. The sense of understanding grows when they can connect new concepts with their prior knowledge, turning abstract ideas into meaningful experiences. As they complete tasks more independently and with fewer difficulties, their confidence and mastery of the subject become more apparent.

The observation findings clearly show that this learning model functions effectively when applied in the classroom. The emphasis on individual assignments and practical exercises ensures that students do not remain passive recipients of information but become active participants in their own learning. Each student is encouraged to demonstrate their understanding through direct involvement, which fosters accountability and deepens comprehension. This method allows learners to experience the practical relevance of what they study, bridging the gap between theory and real-world application.

In the specific case of lessons on incoming and outgoing letters, students were actively engaged in simulating administrative activities similar to those found in an office environment. They practiced writing, recording, and organizing letters on the board while the teacher provided immediate and constructive feedback. This combination of demonstration and evaluation not only strengthened students' technical abilities but also cultivated confidence and communication skills. The process of practicing, receiving feedback, and reflecting on errors created a continuous learning loop that enhanced both competence and professional readiness.

The use of concept maps at the start of the lesson serves as an effective diagnostic tool for teachers to gauge students' prior understanding of the subject. By analyzing the structure and content of these maps, teachers can identify not only what students already know but also where misconceptions or gaps in knowledge exist. This process allows teachers to adjust their instructional strategies, ensuring that new material is presented in a way that connects naturally with existing knowledge. As a result, the learning experience becomes more purposeful, enabling students to build upon a solid foundation rather than memorizing isolated facts.

Concept maps also act as a visual and cognitive framework that helps students organize and relate ideas more systematically. When learners actively link new information with previously acquired concepts, they develop a deeper understanding of how ideas interact within a larger structure. Teachers can use these maps to facilitate discussions, clarify relationships between topics, and encourage critical thinking. Over time, students become more skilled at constructing and interpreting their own maps, reinforcing their ability to think conceptually and independently. This strategy not only enhances comprehension but also supports long-term retention and meaningful learning.

The relationship between concepts can be seen from the proposition, because the concept itself has a wider scope than other concepts, so it is necessary to have a proposition that shows which concept is higher or lower (Arhas & Septian, 2023; Darwis et al., 2023; Saleh et al., 2021). Teachers who use concept maps from the beginning of learning can help students understand

the direction and flow of the lesson, so that learning takes place more effectively and efficiently.

Evaluation Stage

Based on the results of data analysis obtained through interview, observation and documentation techniques, it can be concluded that the indicators of the evaluation stage of differentiated learning models in class X MPLB SMK Wahyu 1 Makassar can be said to be effective in this case there is an approach by teachers and the reality experienced by students and revealed through observation. Teachers reported that they had implemented multiple forms of evaluation to measure and enhance the quality of learning. These included analyzing students' thinking processes, conducting pre-tests and post-tests to gauge progress, monitoring levels of engagement during lessons, and refining learning media based on student responses. Such diverse evaluation strategies reflect the teachers' commitment to understanding not only what students learn but also how they learn, ensuring that instructional methods remain responsive to classroom needs.

Findings from observations confirmed that these evaluation practices were carried out effectively in real classroom settings. The integration of formative and summative assessments helped teachers identify areas requiring reinforcement while maintaining students' motivation throughout the learning process. Continuous monitoring and media improvement also contributed to a more dynamic learning environment, allowing students to interact more actively with the material. Overall, these efforts highlight a systematic and thoughtful approach to maintaining the quality and relevance of the learning experience. There is a formal documentation or structured system to analyze students' learning experiences, and the learning process is still dominated using textbooks, printed modules, and the method used is the lecture method.

The success of differentiated learning is seen from the learning process and outcomes of the students (Shahnama et al., 2021; Walker et al., 2021; Zemack-Rugar et al., 2021). Usually, teachers see that students are comfortable in learning, so that there is an increase in skills, then students can reflect on themselves and self-improvement which can be seen in the learning process and at the end of learning. The limitations of the variety of media and learning methods cast doubt on the effectiveness of the approach used in accommodating various learning styles of students. This condition shows the need to improve the quality of evaluation and teaching methods to ensure a more effective implementation of differentiated learning in the school.

CONCLUSION

Based on the results of the research on the application of the differentiated learning model in the basics of office management and business services class X MPLB at SMK Wahyu 1 Makassar, it can be categorized as effective. This can be seen from the three indicators such as the preparation stage showing a difference between real implementation which results in the student's learning experience not fully reflecting the actual differentiated learning, although the theory emphasizes the importance of shifting the focus from the final score target to the development of individual student competencies, the reality in the field shows a different thing, the implementation stage of teachers shows creativity by identifying interests Students by using concept maps to explore students' initial knowledge by connecting the material with the student's real experience, as well as connecting theory with practice. Then the evaluation stage shows the efforts of teachers within the framework of the curriculum that has been set,

various forms of assessment such as pre-test and post-test are used to monitor the students' understanding, while feedback is given as a form of appreciation and correction to the students' work results.

REFERENCES

Ainie, I. N., Yuniarti, Y., & Sukardi, R. R. (2023). Preservice Teachers' Readiness in Implementing Differentiated Science Learning of Independent Curriculum. *Paedagogia*, *26*(2).

Akib, H., Niswaty, R., Darwis, Muh., Arhas, S. H., Jamaluddin, Nasrullah, Muh., Isgunandar, Salam, R., & Nasir. (2024). *Memahami Pembelajaran dengan Lebih Mendalam*. ASHA Publishing. https://doi.org/https://doi.org/10.63164/590717

Annisa, A., Nasrullah, Muh., & Arhas, S. H. (2025). The Influence of Learning Discipline on the Learning Achievement of Class X Students of Office Management and Business Services. *International Journal of Administration and Education (IJAE)*, *2*(1), 10–17. https://doi.org/10.70188/a4wbgy33

Arhas, S. H., & Aryandi Septian, I. (2023). The Influence of Discussion Learning Methods on Student Learning Interests. *Pinisi Journal of Education and Management*, *2*(1), 97–106.

Arhas, S. H., Rahayu, A., Jamaluddin, J., & Isgunandar, I. (2024). Pengembangan Media Pembelajaran Pelayanan Prima di SMK Muhammadiyah 3 Makassar. *Jurnal Lamellong: Pengabdian Kepada Masyarakat (JLPM)*, *1*(1), 1–8. https://doi.org/10.70188/05x54f44

Chavez, J. V, Quinto, J. B., Samilo, P. J. E., Cabiles, N. V. A., Cuilan, J. T., Miralles, A. C., Suazo, M. L. S. A., Salvaleon, R. G., Samarca, A. Y., & Cruz, J. L. (2025). *Intentional learning styles and practices of parents towards their children: Strengthening discipline for language learning*. *10*(8). https://doi.org/10.59429/esp.v10i8.3830

Dapa, A. N. (2020). Differentiated Learning Model For Student with Reading Difficulties. *JTP - Jurnal Teknologi Pendidikan*, *22*(2). https://doi.org/10.21009/jtp.v22i2.15814

Darwis, M., Indra, & Arhas, S. H. (2023). The Influence of Digital Learning Media in Office Automation II Course on Student Learning Outcomes. *Jurnal Administrare: Jurnal Pemikiran Ilmiah Dan Pendidikan Administrasi Perkantoran*, *10*(1), 223–234.

De Jager, T. (2013). Guidelines to assist the implementation of differentiated learning activities in South African secondary schools. *International Journal of Inclusive Education*, *17*(1). https://doi.org/10.1080/13603116.2011.580465

Gross, G. M. (1981). *Instructional design: Bridge to competence*. *17*(3), 66–74. https://doi.org/10.1080/00220612.1981.10672054

Harto, M., Misbah, M., Purwasih, D., Umar, F., & Muhammad, N. (2023). Bibliometric Analysis of Research Trends on Differentiated Learning In Merdeka Curriculum. *Vidya Karya*, *38*(1). https://doi.org/10.20527/jvk.v38i1.16063

Lim, Y., & Park, H. (2022). Who have fallen behind? The educational reform toward differentiated learning opportunities and growing educational inequality in South Korea. *International Journal of Educational Development*, *92*. https://doi.org/10.1016/j.ijedudev.2022.102599

Melati, A. A., & Saleh, S. (2024). Effectiveness of Blended Learning for Students in the Office Administration Education Study Program, Faculty of Social Sciences and Law, Makassar State University. *Journal of Educational Development and Learning (JEDAL)*, 1–8.

Murchison, K. A. (2020). *Is the audience dead too? textually constructed audiences and differentiated learning in medieval England*. *115*(3), 497–517. https://doi.org/10.5699/modelangrevi.115.3.0497

Nasra, A., Karmila, K., Aswinda, A., Arhas, S. H., & Nasir, N. (2024). Video Model Pembelajaran Sebagai Solusi untuk Meningkatkan Pemahaman Peserta Didik terkait Public speaking. *Jurnal Lamellong: Pengabdian Kepada Masyarakat (JLPM)*, *1*(3), 88–95. https://doi.org/10.70188/yxc2xd70

Nurfausiah, S., Awaliah, R., Nirwana, N., Nasrullah, Muh., & Hasyim, N. (2024). Pengembangan Video Model Pembelajaran pada Mata Pelajaran Pengelolaan Arsip dan Dokumen di SMK Negeri 4 Makassar. *Jurnal Lamellong: Pengabdian Kepada Masyarakat (JLPM)*, *1*(3), 114–119. https://doi.org/10.70188/0rtga525

O'Keeffe, S. B. (2020). *How exemplary educators use their instructional expertise to support CLDE achievement in English-only inclusive classrooms*. *11*(2). https://doi.org/10.1002/tesj.471

Saleh, S. (2023). *Mengenal Penelitian Kualitatif* (Sulmiah, Ed.). AGMA.

Saleh, S., Marsina, A., Darwis, Muh., Jamaluddin, Arhas, S. H., Nasrullah, Muh., & Akib, H. (2021). The Influence of Contextual Learning Approach on Student's Learning Motivation Competence of Automation Skills and Office Governance. *Proceedings International Education Webinar of IAIN Palopo (PROCEEDINGS IEWIP)*, *1*(1), 141–152.

Senge, P. M. (1991). The fifth discipline, the art and practice of the learning organization. *Performance + Instruction*, *30*(5). https://doi.org/10.1002/pfi.4170300510

Shahnama, M., Ghonsooly, B., & Elahi Shirvan, M. E. (2021). *A meta-analysis of relative effectiveness of flipped learning in English as second/foreign language research*. *69*(3), 1355–1386. https://doi.org/10.1007/s11423-021-09996-1

Thapliyal, M., Ahuja, N. J., Shankar, A., Cheng, X., & Kumar, M. (2022). A differentiated learning environment in domain model for learning disabled learners. *Journal of Computing in Higher Education*, *34*(1). https://doi.org/10.1007/s12528-021-09278-y

Wahyuni, B. F., Jamaluddin, J., & Arhas, S. H. (2024). The Influence of the Learning Environment on the Learning Achievement of Students of SMK Negeri 1 Wajo. *International Journal of Administration and Education (IJAE)*, *1*(2), 96–104. https://doi.org/10.70188/a1c11v61

Walker, A., Bower, J., & Kettler, T. (2021). *Preadolescent Advanced Readers: Exploring Attitudes, Beliefs, and Behaviors*. *44*(2), 68–82. https://doi.org/10.1177/1076217520940756

Wibowo, S., Wangid, M. N., & Firdaus, F. M. (2025). *The relevance of Vygotsky's constructivism learning theory with the differentiated learning primary schools*. *19*(1), 431–440. https://doi.org/10.11591/edulearn.v19i1.21197

Zemack-Rugar, Y., Corus, C., & Brinberg, D. (2021). *The Academic Response-to-Failure Scale: Predicting and Increasing Academic Persistence Post-Failure*. *43*(1), 103–119. https://doi.org/10.1177/0273475319826628