



Differentiated Learning Management in Improving Elementary School Students' Speech Text Writing Skills

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Abstract: This qualitative study examines how the management of differentiated instruction enhances speech-writing skills among elementary school students at SD Negeri Lemburtengah and SD Negeri Sriwidari 1. Guided by George R. Terry's POAC (Planning, Organizing, Actuating, Controlling) framework, data were collected through observation, interviews, and documentation, and subsequently analyzed using the Miles and Huberman model. The findings indicate that systematic management of differentiation—encompassing content, process, and product—significantly improves students' abilities regarding speech structure, vocabulary selection, and the logical development of ideas. Despite challenges such as limited instructional time and varying levels of student readiness, the management of differentiated instruction successfully fosters an inclusive and adaptive environment, thereby optimizing writing skill outcomes at the elementary school level.

Keywords: differentiated learning; learning management; speech text; writing skills.

Introduction

Basic education plays a strategic role in developing the quality of human resources with literacy skills, critical thinking skills, and strong character. At this stage, elementary school serves as the initial space for students to develop various fundamental competencies that will influence their learning process at the next level of education. Therefore, basic education functions not only as a means of imparting knowledge, but also as a process of systematically developing thinking, language, and communication skills. Within the framework of national education development, this function is crucial because the quality of learning at the basic level will determine the quality of future generations (Hendratno et al., 2026). Normatively, the goals of education in Indonesia have been affirmed in Law Number 20 of 2003 concerning the National Education System, which states that education aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are knowledgeable, creative, independent, and able to participate responsibly in community life. This mandate demands a learning process that is not only oriented towards cognitive achievement, but also on the comprehensive development of students' individual potential. Consequently, learning must be designed systematically, adaptively, and be able to accommodate the diverse characteristics of students in the class (Abdullah, 2022).

In basic education, student diversity is an unavoidable phenomenon. Students come to school with varying social, cultural, and economic backgrounds, as well as varying learning experiences. These differences are also reflected in each student's academic abilities, learning interests, learning styles, and cognitive readiness. This situation requires teachers to abandon a uniform learning approach for all students. A "one-size-fits-all" learning model is considered inadequate to address students' diverse learning needs, especially in the context of 21st-century education, which emphasizes flexibility, creativity, and critical thinking skills (Hasanah & Nurqori'ah, 2022). One

approach widely developed to address these challenges is differentiated instruction. This approach emphasizes that the learning process must be tailored to the needs, abilities, and interests of students. Differentiated instruction is understood as a systematic effort by teachers to adapt the content, process, and learning product so that each student can learn optimally according to their level of readiness. Research conducted by Deunk, Smale-Jacobse, de Boer, Doolaard, and Bosker shows that the effective implementation of differentiated learning can improve student learning outcomes at various levels of education (Deunk et al., 2018).

The results of this meta-analysis demonstrate that differentiated learning can have a positive impact, especially when teachers actively adapt learning strategies to students' learning needs. These findings are reinforced by research by Smale-Jacobse, Meijer, Helms-Lorenz, and Maulana, which demonstrated that planned, needs-based differentiation practices significantly impact academic achievement and student engagement. Therefore, differentiated learning serves not only as a pedagogical strategy but also as a systemic approach that can improve the overall quality of the learning process. In the context of Indonesian education, the concept of learner-centered learning has long been a concern in education policy. Minister of Education and Culture Regulation No. 22 of 2016 concerning Standards for Elementary and Secondary Education Processes emphasizes that the learning process must be interactive, inspiring, and enjoyable, while providing space for students' creativity and independence according to their talents, interests, and development. This principle is further strengthened by the introduction of the Independent Curriculum, which places diagnostic assessment as the basis for developing learning strategies that adapt to students' learning needs (Shabrina et al., 2025).

The Independent Curriculum emphasizes the importance of flexible and contextual learning, where teachers are encouraged to understand students' learning profiles before determining which learning strategies to use. Within this framework, differentiated learning is a relevant approach because it allows teachers to tailor materials, methods, and assessment formats to student characteristics. Thus, implementing differentiated learning is an integral part of efforts to achieve inclusive and quality education. On the other hand, improving literacy skills, particularly writing, remains a major challenge in basic education. Writing is one of the most complex language skills because it simultaneously involves various cognitive and linguistic aspects. The writing process requires not only the ability to express ideas in written form but also mastery of vocabulary, language structure, and the ability to organize ideas logically and systematically. Research by Graham and Harris shows that effective writing learning requires structured instructional strategies and ongoing pedagogical support from teachers (Trisnani et al., 2024).

Good writing skills are crucial for students' academic development because they serve as a means to develop critical, reflective, and argumentative thinking. In the context of elementary education, one form of writing skill that needs to be developed is writing speeches. Writing speeches not only trains students in constructing effective sentences but also helps them develop the ability to convey ideas persuasively and in a structured manner. Through these activities, students learn to organize ideas, choose appropriate diction, and construct a logical train of thought. However, various empirical findings indicate that elementary school students' writing skills are still relatively low. Many students struggle to organize ideas systematically, choose appropriate words, and develop coherent paragraphs. These difficulties are often caused by a lack of structured writing practice and learning approaches that do not fully address differences in student abilities (Dewi, 2025). Furthermore, differences in literacy levels among students often create significant ability gaps within the classroom. Students with high literacy skills tend to progress more quickly, while students with low basic skills often struggle to follow the learning process.

Various studies have shown that adaptive learning strategies can help address these issues. Graham, Harris, and Chambers found that a structured, needs-based approach to writing instruction can improve writing quality and student confidence. This suggests that the success of writing instruction depends heavily on teachers' ability to design learning strategies tailored to student characteristics. However, most previous research has focused more on aspects of classroom-level learning strategies, such as the use of specific methods or learning models to improve students' writing skills. These studies generally focus on the effectiveness of teaching methods, such as the use of constructivist approaches, demonstration methods, or guided writing strategies (Jamaluddin et al., 2025). Meanwhile, the managerial aspects of learning management often receive insufficient attention.

The successful implementation of a learning strategy is determined not only by the teaching method, but also by the quality of learning management carried out in schools. From the perspective of educational management, the learning process is part of the school organizational system that requires systematic planning, organizing, implementing, and controlling. This concept is in line with the classical management theory proposed by George R. Terry, which states that management is a process consisting of four main functions: planning, organizing, actuating, and controlling (POAC) to achieve organizational goals effectively and efficiently. In the educational context, the application of these management functions can be seen in various aspects of learning management, from curriculum planning, organizing learning activities, implementing the learning process in the classroom, to evaluating and controlling the quality of learning. Hallinger's research confirms that effective learning leadership has a positive relationship with the quality of the teaching and learning process in schools (Terry & Rue, 2010). This indicates that good learning management can be an important factor in improving the quality of education.

Studies specifically integrating learning management functions with the implementation of differentiated learning are still relatively limited. Some studies discuss differentiation as a pedagogical approach without linking it to school management systems, while others highlight learning management in general without focusing on differentiation practices. This gap is one of the important reasons for conducting this study. Furthermore, most previous studies have used an experimental quantitative approach that focuses on measuring the effectiveness of a learning method. Although this approach provides an overview of the causal relationships between research variables, it often fails to provide a comprehensive description of the learning implementation process in the field (Kurniawan, 2025). Therefore, a qualitative approach with a case study design is crucial because it allows researchers to more comprehensively explore how differentiated learning management practices are implemented in real school contexts.

From the perspective of educational management in Indonesia, the role of the principal as an instructional leader is crucial in ensuring the quality of the teaching and learning process. The principal functions not only as an administrator but also as a leader responsible for directing and overseeing the implementation of learning in schools. Through effective leadership, the principal can create a learning environment that supports pedagogical innovation, including the implementation of differentiated learning (Yenni et al., 2020). Based on this background, this study focuses on analyzing differentiated learning management in improving speech writing skills in elementary school students. This research is expected to provide theoretical contributions to the development of educational management studies, particularly those related to the integration of learning management functions and learning differentiation strategies. Furthermore, the results of this study are also expected to provide practical recommendations for principals and teachers in managing more adaptive, systematic, and sustainable learning so as to optimally improve the quality of elementary school students' writing literacy.

The literature review on differentiated learning management in improving elementary school students' speech writing skills covers three main aspects: the concept of learning management, differentiated learning, and speech writing skills in Indonesian language learning. These three aspects are interrelated in forming a conceptual research framework that emphasizes the importance of adaptive learning management to students' learning needs. Learning management is the process of systematically managing teaching and learning activities to achieve educational goals effectively and efficiently. From an educational management perspective, learning activities are understood not only as the activity of delivering material but also as an integrated process of planning, organizing, implementing, and evaluating. George R. Terry explains that management consists of four main functions known as the POAC concept (Planning, Organizing, Actuating, and Controlling). These four functions form the basis for managing various organizational activities, including in the educational context (Purwowidodo & Zaini, 2023).

In school learning practices, the planning function relates to the formulation of learning objectives, materials, methods, and learning tools used by teachers. Organization relates to the arrangement of learning resources, such as student grouping, the use of learning media, and learning time management. Implementation is the stage of implementing the learning plan in the classroom, while control relates to the process of evaluation and reflection on learning outcomes. Mulyasa stated that learning management is a systematic effort by teachers and principals to manage the learning

process so that educational goals can be optimally achieved. In the context of modern education, learning management also requires teachers to adapt learning strategies to the diverse needs of students (Widiyanto & Wahyuni, 2020). Therefore, effective learning management must be able to integrate pedagogical and managerial aspects in a balanced manner.

Differentiated learning is a learning approach designed to accommodate differences in students' abilities, interests, and learning styles. This concept was developed by Carol Ann Tomlinson, who emphasized the need for teachers to adapt the learning process to the characteristics of individual students. In this approach, differentiation can be implemented in three main aspects: content, process, and learning products. Content differentiation relates to the variety of materials provided to students according to their level of learning readiness. Process differentiation relates to how students learn the material, for example through group discussions, project activities, or problem-based learning. Meanwhile, product differentiation relates to the form of learning outcomes produced by students, such as written reports, presentations, or other creative works (Trisnani et al., 2024).

Research by Deunk, Smale-Jacobse, de Boer, Doolaard, and Bosker shows that the systematic application of differentiated learning can improve student learning outcomes at various levels of education. Their meta-analysis indicates that differentiated learning has a positive impact on students' academic development when teachers are able to adapt learning strategies to their learning needs. Furthermore, research by Smale-Jacobse, Meijer, Helms-Lorenz, and Maulana also shows that differentiated learning contributes to increased student engagement and improved academic achievement. These findings suggest that differentiated learning not only improves learning outcomes but also helps create a more inclusive and responsive learning environment to students' needs. In the Indonesian educational context, differentiated learning aligns with the Independent Curriculum policy, which emphasizes the importance of student-centered learning. This curriculum encourages teachers to conduct diagnostic assessments to understand students' learning readiness before designing learning strategies (Deunk et al., 2018). Thus, differentiated learning is an important approach in implementing adaptive and inclusive learning.

Writing skills are a crucial aspect of language learning because they relate to students' ability to express ideas in writing. Writing involves not only language skills but also the ability to think, organize ideas, and construct arguments logically and systematically. Therefore, writing is often considered one of the most complex language skills. Tarigan explains that writing is the activity of expressing ideas, thoughts, and feelings in written form so that they can be understood by readers. The writing process involves several stages: idea planning, drafting a writing outline, paragraph development, and revision and editing (Munawarah & Zulkifli, 2021). Therefore, learning to write requires continuous practice and systematic guidance from teachers. One important writing skill developed in elementary school is writing speeches. Speeches are a form of written communication aimed at conveying ideas or messages to an audience persuasively. Writing speeches trains students to structure arguments, choose appropriate words, and convey messages systematically and communicatively.

Waluyo explained that speech writing plays a crucial role in developing students' critical thinking and communication skills. Through the speech writing process, students are trained to organize ideas systematically, express opinions clearly and effectively, and understand the structure of a speech text, including an introduction, body, and conclusion. This activity not only trains language skills but also helps students organize ideas and convey messages persuasively. However, various studies indicate that elementary school students' writing skills remain relatively low. Many students struggle to develop written ideas, choose appropriate words, and construct cohesive and understandable paragraphs. These problems are generally attributed to limited opportunities for writing practice and learning approaches that fail to fully address the differences in students' abilities and learning needs (Nurhayati & Boeriswati, 2026).

Based on the literature review, it is understood that the success of writing learning depends not only on the teaching method but also on the quality of learning management implemented by the teacher. Good learning management enables teachers to design systematic learning activities, organize classes effectively, and conduct continuous learning evaluations. The integration of learning management and a differentiated approach is important because it helps teachers adapt learning strategies to the diverse learning needs of students. Through structured learning management, teachers can design varied writing activities so that each student has the opportunity to learn

according to their abilities and potential. Thus, differentiated learning management is a relevant approach to improving elementary school students' speech writing skills. This approach focuses not only on pedagogical strategies but also on systematic learning management through planning, organizing, implementing, and controlling. Through adaptive and responsive learning management to students' needs, it is hoped that the writing learning process will be more effective and optimally improve students' literacy quality.

Method

This study employed a qualitative approach with a descriptive research design. The qualitative approach was chosen because it enabled researchers to gain a deeper understanding of the process of differentiated learning management in improving speech writing skills in elementary school students. Through this approach, researchers were able to comprehensively explore phenomena by examining experiences, practices, and interactions that occur during the learning process in the school environment. Qualitative research does not focus on hypothesis testing as quantitative research does, but rather aims to describe, understand, and analyze educational phenomena contextually based on empirical data obtained directly from the field. Therefore, this approach is considered appropriate for uncovering the dynamics of the implementation of differentiated learning management that occurs naturally in elementary school learning activities (Creswell & Clark, 2018).

This research was conducted in two elementary schools: Lemburtengah Public Elementary School in Cianjur District and Sriwidari 1 Public Elementary School in Sukabumi City. The selection of these two research locations was based on several academic and empirical considerations. First, both schools have implemented the Independent Curriculum, which emphasizes the importance of student-centered learning and encourages the application of differentiated learning in the teaching and learning process. Second, both schools have school literacy programs specifically aimed at improving students' reading and writing skills. Third, initial observations indicate that both schools have begun implementing differentiated learning practices, particularly in literacy activities, but their implementation still requires more systematic management. This research was conducted in the 2025/2026 academic year, adjusting the research time to the speech writing learning schedule in class.

The subjects in this study involved several parties directly involved in the learning process at school. The research informants consisted of the principal, class teachers, and elementary school students. The principal served as a key informant, providing information on school policies, managerial support, and strategies implemented to support the implementation of differentiated learning in the school environment. Class teachers served as key informants because they played a direct role in planning, implementing, and evaluating the learning process in the classroom. Meanwhile, students served as research subjects who directly experienced the process of learning to write speech texts using a differentiated approach. The determination of research subjects was carried out purposively, namely by considering the level of involvement and relevance of informants to the research focus so that the data obtained truly reflected the conditions being studied (Sugiyono, 2019).

Data collection in this study was conducted through several techniques, namely observation, in-depth interviews, and documentation studies. Observations were conducted to directly observe classroom learning activities, particularly those related to the application of differentiated learning in speech writing activities. Through observation, researchers were able to clearly see how teachers manage the classroom, assign different assignments according to student abilities, and facilitate diverse learning processes. In addition to observation, researchers also conducted in-depth interviews with the principal and class teachers to obtain more detailed information regarding the planning, organization, implementation, and control of differentiated learning. These interviews aimed to explore the views, experiences, and strategies used by the school in managing learning (Sugiyono, 2020). Another data collection technique was documentation studies, which were conducted by reviewing various documents relevant to the research, such as learning tools, teaching modules, lesson plans, student writing, and school documents related to the literacy program and the implementation of the Independent Curriculum.

The data analysis process in this study was conducted interactively, following the analysis model proposed by Miles and Huberman. Data analysis proceeded continuously from the initial data collection stage to the drawing of final conclusions. The analysis stages include data reduction, data

presentation, and conclusion drawing. Data reduction was carried out by selecting, focusing, and simplifying data obtained from the field to better direct the research focus. Next, the reduced data was presented in narrative form, making it easier for researchers to understand the patterns and relationships between research findings. The final stage was drawing conclusions, which was carried out by interpreting the data in depth and linking the field findings to the theoretical framework used in the study. In this study, data analysis was conducted by linking empirical findings to the learning management functions, which include planning, organizing, implementing, and controlling, known as the POAC concept. Through this analysis, it is hoped that a comprehensive picture of how differentiated learning management is applied to improve elementary school students' speech writing skills can be obtained (Creswell, 2016; Miles et al., 2020).

To ensure data validity, this study employed triangulation techniques. Triangulation was conducted by comparing data obtained from various sources and using various data collection techniques. Source triangulation was conducted by comparing information obtained from the principal, teachers, and students to obtain a more objective picture of the phenomenon being studied. Meanwhile, technical triangulation was conducted by comparing the results of observations, interviews, and documentation studies to see the consistency of the data obtained. In addition, the researcher also rechecked the data that had been obtained and held discussions with research informants to ensure the truth and accuracy of the information presented. Through these steps, it is hoped that the research results will have a high level of credibility, validity, and trustworthiness so that they can provide an accurate picture of the practice of differentiated learning management in improving elementary school students' speech writing skills (Creswell, 2014).

Results and Discussion

The results of this study were obtained through observations, in-depth interviews, and documentation studies related to the implementation of differentiated learning management in improving elementary school students' speech writing skills. The research findings are described based on the learning management functions, which include planning, organizing, implementing, and controlling. The results show that teachers have conducted learning plans by referring to the applicable curriculum and Indonesian language learning outcomes. Teachers have formulated learning objectives for speech writing and designed learning activities that take into account differences in student abilities. Planning is carried out through the preparation of teaching materials such as teaching modules and student worksheets. However, differentiated learning planning is not fully based on a systematic mapping of student learning needs, particularly regarding student learning readiness and learning profiles.

In terms of organization, teachers flexibly group students based on their writing ability. They organize tasks and learning activities so that each student can participate according to their abilities. Organization is also achieved through managing learning time and using a variety of media. However, the limited number of students in a class and the availability of learning support facilities hinder the optimal implementation of differentiated learning. Learning implementation demonstrates that teachers implement differentiated learning through a variety of learning activities. They provide examples of speech texts, provide step-by-step guidance, and assign writing assignments tailored to students' abilities. Process differentiation is achieved through intensive mentoring for students experiencing difficulties, while students with higher abilities are given more complex writing challenges. This learning implementation encourages students to be more active and confident in writing speech texts (Erwinsyah, 2017).

Learning control is carried out through assessment of student writing and direct feedback. Teachers assess speech writing skills based on text structure, language use, and clarity of ideas. Evaluation results are used to improve the learning process in subsequent meetings. However, learning control has not been carried out continuously and systematically documented in the form of written follow-up. Research has identified several obstacles in the implementation of differentiated learning management, including limited learning time, significant differences in student abilities, and teacher readiness to implement differentiated learning optimally. Furthermore, limited learning resources and low motivation among some students also impact the effectiveness of speech writing learning. The results show that the implementation of differentiated learning management has a

positive impact on students' speech writing skills (Wicaksana, 2020). Students demonstrated improved abilities in structuring speech texts, selecting appropriate vocabulary, and developing ideas more coherently and communicatively. The implementation of learning management functions, which refer to the POAC concept according to George R. Terry, contributes to the creation of more focused and responsive learning to student needs.

The results of the study indicate that differentiated learning management in improving the speech writing skills of elementary school students at Lemburtengah Public Elementary School, Cianjur District and Sriwidari 1 Public Elementary School, Sukabumi City runs through the implementation of the Planning, Organizing, Actuating, and Controlling (POAC) management functions as proposed by George R. Terry. These four functions are implemented systematically, integrated, and continuously to form a learning management pattern that is adaptive to the individual needs of students. Conceptually, management is the process of planning, organizing, mobilizing, and supervising resources to achieve predetermined goals (Terry & Rue, 2010). In the context of education, learning management is a systematic effort by teachers and principals in designing, implementing, and evaluating the learning process so that educational goals are achieved effectively and efficiently (Mulyasa, 2018). The research findings show that differentiated learning is not only understood as a pedagogical strategy, but as a managerial system that is managed in a planned manner.

In terms of planning, teachers at both schools conducted initial diagnostic assessments to identify students' readiness, interests, and learning profiles before developing teaching modules. This step aligns with Uno's view, which emphasizes that learning planning must begin with an analysis of students' needs so that the strategies developed are relevant to the actual classroom conditions. This principle also aligns with the concept of differentiation proposed by (Tomlinson et al., 2003), which emphasizes that learning must be designed based on students' readiness, interests, and learning profiles through differentiation of content, process, and product. The results of the study showed that teachers designed a variety of speech writing assignments according to students' ability levels, so that students with high abilities were challenged to develop arguments, students with medium abilities were focused on text structure, and students with low abilities received assistance in developing a basic framework. This practice supports the findings of Deunk et al. in the Educational Research Review, which concluded that systematically designed differentiation has a positive impact on learning outcomes. Frontiers in Psychology also emphasized that differentiation is effective when preceded by a learning needs assessment (Deunk et al., 2018). In terms of organizing, the principal and teachers clearly divide tasks and flexibly group students. Terry explains that organizing is the process of grouping activities and establishing working relationships to achieve organizational goals. In this context, the principal plays a role in academic policy and supervision, while teachers are responsible for technical implementation in the classroom. This division of labor aligns with Hasibuan's theory, which states that organizing includes the division of tasks, coordination, and harmonious working relationships (Ritonga, 2020).

The flexible grouping approach supports Tomlinson's theory on the importance of dynamic group arrangements in differentiated learning. Research by Suprayogi, Valcke, and Godwin in Teaching and Teacher Education shows that effective differentiation practices are strongly influenced by teachers' ability to organize the classroom. Thus, good organization creates a collaborative and conducive learning environment (Tomlinson et al., 2003). In the implementation aspect (actuation), teachers implement differentiation strategies through a variety of methods, media, and approaches. Terry states that actuation is the effort to motivate all members of the organization to work according to plan. In learning, teachers act as motivators and facilitators. Sanjaya emphasizes that effective learning strategies must be able to activate students cognitively, affectively, and psychomotorically (Sanjaya & Harahap, 2025).

The implementation of differentiation in both schools demonstrated increased student active participation in group discussions, speech outline development, and written presentations. This aligns with Tarigan's theory of writing as a thinking process, which states that writing skills develop through systematic practice and ongoing feedback. Graham and Perin, in their "Writing Next" report, also concluded that collaborative writing strategies and feedback effectively improve the quality of student writing (Graham et al., 2018; Tarigan, 2013). Regarding control, teachers conduct formative and summative evaluations to monitor the development of students' writing skills. Terry explains that controlling aims to ensure implementation goes according to plan and to make corrections if deviations

occur. Miles, Huberman, and Saldaña emphasize the importance of continuous reflection and analysis in evaluating the educational process (Miles et al., 2020; Terry & Rue, 2010). The results showed significant improvements in text structure, language use, and student self-confidence. These findings support the findings of Whitley and Gooderham (2020) in the *Journal of Educational Research*, which stated that well-controlled differentiation contributes to improved academic achievement.

From a regulatory perspective, the implementation of differentiated learning is supported by Law Number 20 of 2003 concerning the National Education System, particularly Article 3, which emphasizes the optimal development of student potential. Minister of Education and Culture Regulation Number 22 of 2016 concerning Process Standards also mandates student-centered learning and attention to individual differences. Furthermore, the Independent Curriculum policy, through Minister of Education, Culture, Research, and Technology Regulation Number 12 of 2024, emphasizes flexible and differentiated learning. When analyzed through the perspective of Sanusi's 6 Value Systems, the implementation of differentiated learning management reflects theological values (potential development as a mandate), ethical values (fairness in learning services), logical values (data-based rational planning), aesthetic values (composing coherent and beautiful speech texts), pragmatic values (learning has a real impact on improving skills), and teleological values (oriented towards national education goals). The integration of these values shows that differentiated learning has not only a technical dimension, but also a philosophical and moral one (Sanusi, 2023).

This discussion confirms that the success of differentiated learning management lies in the synergy of POAC management functions, teacher professionalism (Abidin & Mulyasa, 2021), effective learning strategies (Robingah et al., 2025), and the philosophical foundation of educational values (Sanusi, 1998) (Sanusi, 2023; Terry & Rue, 2010). This study strengthens the findings of previous studies and provides an empirical contribution in the context of elementary schools in Indonesia, demonstrating that structured, values-based management can significantly improve speech writing skills. Based on this discussion, it can be emphasized that differentiated learning management is a strategic approach to improving elementary school students' speech writing skills. For optimal implementation, strengthening aspects of planning, based on diagnostic assessments, organizing adequate learning resources, and controlling learning through systematic evaluation and follow-up is necessary. With good learning management, differentiated learning can not only improve learning outcomes but also ensure equitable quality of learning for all students.

Differentiated Learning Planning to Improve Speech Writing Skills

Research findings indicate that the learning planning process is a crucial foundation for implementing differentiated learning at the elementary school level. This stage serves as the initial foundation for teachers in designing learning activities that accommodate the needs and varying abilities of students. In practice, teachers at Lemburtengah Public Elementary School in Cianjur District and Sriwidari 1 Public Elementary School in Sukabumi City have developed learning plans based on the Independent Curriculum policy and the learning outcomes set for the Indonesian language subject. This planning is carried out through the formulation of learning objectives, development of learning activities, and provision of learning tools relevant to the competencies to be achieved. With systematic planning, teachers have a clear direction in managing the learning process, allowing learning activities to be more structured and supporting the optimal development of students' writing skills.

Planning is carried out through the development of learning tools such as teaching modules, student worksheets, and planning learning activities designed to improve speech writing skills. In practice, teachers formulate learning objectives that focus on students' abilities to structure speech texts, choose appropriate vocabulary, and develop ideas coherently and communicatively. This planning reflects teachers' efforts to integrate literacy competencies with communication skills. Learning activities are also designed in stages, starting with an introduction to speech text examples, analyzing text structures, and practicing independent writing. However, research results indicate that differentiated learning planning is not fully based on a systematic mapping of student learning needs. Some teachers have observed student abilities, but a more in-depth mapping of student learning readiness, learning interests, and learning profiles has not been conducted in a structured manner. This condition results in the differentiated learning design remaining general in nature and not fully accommodating individual student characteristics (Hasanuddin et al., 2022).

Conceptually, these findings are related to the theory of differentiated learning proposed by Carol Ann Tomlinson, which states that learning must be designed based on three main aspects: student readiness, interest, and learning profile. Through this mapping, teachers can determine the appropriate form of differentiation in the content, process, and product aspects of learning. Furthermore, good learning planning is also in line with the concept of educational management proposed by George R. Terry, who emphasized that planning is the process of determining goals and the steps needed to achieve them. In the context of learning, thorough planning allows teachers to manage the learning process in a more directed and systematic manner (Hartina et al., 2026). Thus, it can be concluded that the differentiated learning planning stage in both schools has been running well in terms of developing learning objectives and tools. However, optimization is still needed, especially in mapping student learning needs more systematically through diagnostic assessments. Planning based on student needs data will enable teachers to design more adaptive learning strategies so that students' speech writing skills can develop optimally.

Organizing Differentiated Learning in the Classroom

The next management function evident in the research findings is the organization of learning. Organization is the process of arranging learning resources, including human resources, time, and learning resources, to ensure effective learning. The results show that teachers organize their classes by flexibly grouping students based on their writing ability. Students with high, medium, and low abilities are placed in learning groups that allow them to receive learning support tailored to their needs. These groupings are not permanent but can change as students' abilities develop. In addition to grouping students, teachers also organize learning activities through time management and a variety of learning activities. In a learning session, teachers typically divide activities into several stages, such as apperception activities, providing examples of speech texts, group discussions, writing exercises, and presentations of written work. This variety of activities aims to create an active and collaborative learning atmosphere (Darim, 2020).

Learning is organized using various learning media to support student comprehension, such as examples of speech texts, images, and reading materials related to the topic. The use of these media plays a crucial role in helping students understand the structure of speech texts more clearly, while also providing stimulation for them to develop ideas and concepts in writing. Through varied media, the learning process becomes more engaging and facilitates student comprehension of the material presented. However, research results indicate that the implementation of differentiated learning organization still faces several obstacles. One significant obstacle is the imbalance between the number of teachers and the number of students in a class, requiring teachers to divide their attention among many students with varying abilities. Furthermore, limited facilities and learning resources also impact the optimization of the learning organization process in the classroom (Syafei, 2025).

From a management theory perspective, organizing is the process of determining the work structure and work relationships within an organization. George R. Terry explains that organizing involves the division of tasks, coordination, and regulation of work relationships so that organizational goals can be achieved effectively. In the context of learning, good classroom organization enables teachers to create a conducive learning environment for all students. Thus, the results of the study indicate that the organization of differentiated learning in both schools was carried out through flexible student grouping, the arrangement of learning activities, and the use of varied learning media. Although there are still limitations in terms of facilities and the number of students in the class, the organization carried out by teachers has helped create a learning process that is more adaptive to student needs (Syahputra & Aslami, 2023).

Implementation (Actuating) Differentiated Learning in Speech Text Writing Activities

The implementation phase is the core of the learning management process because it is at this stage that the plans developed are realized in classroom learning practices. Based on observations and interviews, teachers at both schools have implemented differentiated learning through a variety of learning activities designed to suit student abilities. During the implementation, teachers first provide students with examples of speech texts. These examples serve as models for students to understand the structure of speech texts, which consist of an introduction, body, and conclusion. Afterward, teachers guide students in analyzing the content of the speech text and identifying important elements

within the text. Next, teachers assign speech writing assignments of varying difficulty levels. Students with low basic skills receive intensive guidance in developing speech outlines. Meanwhile, students with higher writing skills are challenged to develop ideas in more complex and argumentative ways (Rahman, 2018).

The implementation of process differentiation is also evident in the mentoring provided by teachers during writing activities. Teachers provide direct assistance to students experiencing difficulties, for example in choosing vocabulary or constructing sentences. Meanwhile, students who are already able to write well are given the opportunity to expand their ideas and improve the quality of their writing. Research results show that this approach can increase student engagement in the learning process. Students become more active, confident, and motivated in writing speeches. Furthermore, group discussions and presentations of written work also help students develop communication and collaboration skills. These findings align with Tarigan's view that writing skills develop through continuous practice and constructive feedback. Furthermore, research by Graham and Perin shows that writing learning strategies involving collaboration and teacher guidance can significantly improve the quality of student writing (Zulaeha et al., 2024). Thus, the implementation of differentiated learning in speech writing activities has been proven to create a more active and meaningful learning process. Through a variety of methods, intensive mentoring, and assignments tailored to student abilities, teachers can help each student develop their literacy potential optimally.

Controlling and the Impact of Differentiated Learning on Students' Writing Skills

The final management function analyzed in this study is control or controlling. In the context of learning, control is related to evaluation activities aimed at determining the extent to which learning objectives have been achieved and providing a basis for making improvements in subsequent learning processes. Research results indicate that teachers exercise control through assessments of students' writing. These assessments consider several important aspects, including the structure of the speech text, the accuracy of language use, the clarity of idea delivery, and the coherence between paragraphs. Furthermore, teachers provide direct feedback to students so they can understand errors in their writing and make improvements. However, this study found that the learning control process has not been fully implemented systematically and well-documented. Learning evaluations are often still conducted verbally and not entirely recorded in the form of structured and ongoing follow-up reports (Agustriani, 2023).

Several obstacles exist in implementing differentiated learning management. These obstacles include limited learning time, significant differences in student abilities, and teachers' lack of readiness to optimally implement differentiation strategies. Furthermore, limited learning resources and the learning motivation of some students also impact the effectiveness of the learning process. Nevertheless, overall, the implementation of differentiated learning management has a positive impact on students' speech writing skills. Students demonstrated improved speech structuring, more appropriate vocabulary selection, and more coherent and communicative development of ideas (Sari, 2024). Furthermore, students also became more confident in expressing their ideas through writing. These findings suggest that implementing learning management functions based on the POAC concept can help teachers manage the learning process more systematically and responsively to student needs. With proper management, differentiated learning not only improves learning outcomes but also provides a more equitable opportunity for each student to develop according to their potential (Aswaruddin et al., 2024).

Conclusion

Differentiated learning management plays a significant role in improving elementary school students' speech writing skills. The application of management functions, including planning, organizing, implementing, and controlling, enables teachers to manage the learning process in a more structured manner while accommodating the diversity of students' abilities, interests, and learning readiness. With this approach, learning is no longer uniform but tailored to the characteristics and learning needs of each student, thus making the learning process more effective. In the planning stage, teachers have developed differentiated learning activities based

on the curriculum and established learning objectives. However, this planning still requires strengthening, particularly in mapping students' learning needs in a more systematic and documented manner. In the organizing stage, teachers implement flexible learning grouping strategies and utilize various learning resources to support speech writing activities. This strategy provides students with opportunities to learn according to their individual levels of readiness and ability. The implementation of differentiated learning has been shown to increase students' active involvement in the writing process. Students become more motivated to organize ideas, develop speech structures coherently, and choose more appropriate and communicative vocabulary. Meanwhile, the control function is carried out through the evaluation process and providing feedback on students' writing results, which gradually helps improve the quality of their writing. However, this study also found that the learning control function has not been fully optimal. Several factors influencing this include limited learning time, the availability of supporting facilities, and the level of teacher readiness in implementing differentiated learning. Although several obstacles remain, overall, this study confirms that the integration of POAC-based learning management with a differentiated learning approach is an effective and relevant strategy for improving elementary school students' speech writing skills in a more systematic and sustainable manner.

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