



Developing Teaching Materials Using a Differentiated Approach to Improve Students' Listening Skills in Indonesian Language Learning for Grade IV at SDN Gekbrong 1

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ABSTRACT

This study was motivated by the low listening skills of fourth-grade students at SDN Gekbrong 1 and the limited availability of teaching materials that accommodate students' diverse learning profiles in Indonesian language learning. Listening instruction was still dominated by conventional methods, resulting in limited student engagement during the learning process. This study aimed to describe the development process of differentiated teaching materials, determine their validity and practicality, and examine their effectiveness in improving students' listening skills. The study employed the Research and Development (R&D) method using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation stages. The participants were 34 fourth-grade students of SDN Gekbrong 1 in the 2025/2026 academic year. Data were collected through observation, interviews, questionnaires, documentation, and listening tests consisting of pretests and posttests. The data were analyzed using qualitative and quantitative descriptive techniques. The developed product consisted of differentiated teaching materials integrated with an audiovisual children's story entitled *Praca dan Satha* and interactive digital learning materials designed according to students' visual, auditory, and kinesthetic learning profiles. The validation results from both material and media experts reached 92.5%, indicating a highly valid category. The teacher practicality questionnaire obtained 96.88%, categorized as highly practical, while students' responses indicated that the teaching materials were easy to use, engaging, and helpful in understanding listening materials. The effectiveness of the product was reflected in the improvement of students' average listening scores from 59.21 on the pretest to 96.44 on the posttest. Therefore, the differentiated teaching materials met the criteria of validity, practicality, and effectiveness and are appropriate for Indonesian language learning in elementary schools.

Keywords: teaching materials, listening skills, differentiated learning, Indonesian language

INTRODUCTION

Listening is a language skill that plays a crucial role in the Indonesian language learning process in elementary schools. It serves as a foundation for students to acquire information, comprehend messages, and develop critical thinking skills, while also supporting other language skills—namely speaking, reading, and writing. Therefore, listening instruction must be systematically designed to enable students to understand orally conveyed information and interpret the underlying meaning.

In the implementation of the Independent Curriculum, Indonesian language instruction focuses not only on mastering subject matter but also on developing student competence through meaningful learning experiences. Teachers are expected to create active, enjoyable learning environments that align with students' characteristics. One strategy is to provide teaching materials that accommodate the diversity of students' abilities, interests, and learning profiles. This ensures that every

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student receives learning opportunities tailored to their needs, thereby optimizing the achievement of learning objectives.

However, the reality of elementary school instruction suggests that listening skills have not yet received adequate attention. Instruction tends to prioritize reading and writing skills, whereas listening activities often rely solely on lectures or teachers reading texts aloud without the support of engaging instructional media. Consequently, students struggle to maintain focus while listening, have difficulty comprehending story content, and fail to identify key information or draw conclusions from the messages conveyed. As a result, students' listening proficiency remains low and underdeveloped.

A preliminary study conducted in the fourth-grade class at SDN Gekbrong 1 revealed that listening instruction relies heavily on textbooks as the primary learning resource, with underutilization of audiovisual media and interactive teaching materials. Observations and teacher interviews indicated that students easily lose concentration when the teacher reads stories aloud, meaning only a portion of the class fully comprehends the material. Furthermore, the teaching materials used do not account for the diverse characteristics and learning profiles of the students, meaning the instructional process fails to fully accommodate every student's learning needs.

The diversity of student learning profiles is a key characteristic that must be considered in instruction. Each student possesses a unique learning style—whether visual, auditory, or kinesthetic. Relying on a single instructional approach for all students fails to ensure an optimal learning experience for everyone. Consequently, differentiated instruction is a highly relevant approach, as it enables teachers to tailor learning materials, processes, media, and outcomes to meet individual student needs.

Differentiated instruction places the student at the center of the learning process, taking into account their learning readiness, interests, and

learning profiles. This approach allows teachers to design flexible learning experiences, ensuring that every student has the opportunity to learn in a way that suits their specific characteristics. In the context of listening instruction, a differentiated approach can be implemented by providing materials that combine audiovisual media, interactive activities, and learning experiences aligned with visual, auditory, and kinesthetic learning profiles. Previous studies have demonstrated that differentiated instruction and the use of audiovisual media can enhance student motivation and learning outcomes. However, most existing research focuses on specific instructional models or media types; there is relatively limited research on developing listening materials based on the differentiated instruction approach for Indonesian language lessons in elementary schools. Furthermore, few studies have integrated printed materials, audiovisual media, and digital interactive materials into a single instructional product designed based on an analysis of student needs.

In light of this, the present study develops instructional materials using a differentiated approach based on the ADDIE model, which encompasses the stages of Analysis, Design, Development, Implementation, and Evaluation. The resulting product consists of listening materials that integrate instructional modules, audiovisual media featuring the children's story "Praca and Satha," and digital interactive materials tailored to visual, auditory, and kinesthetic learning profiles. The development process aims to produce instructional materials that are valid, practical, and effective in improving students' listening skills within Indonesian language instruction. This study aims to describe the process of developing teaching materials using a differentiated approach, determine the validity and practicality of the developed materials, and test their effectiveness in improving the listening skills of fourth-grade students at SDN Gekbrong 1. The findings are expected to contribute to the development of innovative teaching materials aligned with the implementation of the



Independent Curriculum and serve as an alternative for elementary school teachers to enhance the quality of listening instruction.

METHOD

This study employs the Research and Development (R&D) method using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE model was selected because it provides systematic development steps—ranging from needs analysis to product evaluation—making it suitable for producing valid, practical, and effective teaching materials.

The research was conducted at SDN Gekbrong 1, Gekbrong District, Cianjur Regency, during the 2025–2026 academic year. The research subjects consisted of 34 students from class IV B, who served as the target audience for the implementation of the teaching materials. In addition to the students, the study involved the fourth-grade teacher (as the product user), a subject matter expert, and a media expert to assess the feasibility of the developed materials.

The Analysis stage was carried out through classroom observation, interviews with the class teacher, curriculum analysis, and an analysis of student characteristics and learning profiles. The analysis results indicated that listening instruction still relied on conventional materials, failed to optimally utilize audiovisual media, and did not accommodate the diversity of student learning profiles.

The Design stage focused on creating listening teaching materials based on a differentiated instruction approach. The designed products included a teaching module, audiovisual media (specifically a children's story video featuring the characters Praca and Satha), Student Worksheets, learning assessments, and interactive digital materials tailored to visual, auditory, and kinesthetic learning profiles.

During the Development stage, the designed concepts were transformed into complete teaching

materials and subsequently validated by subject matter and media experts. Feedback from the validators served as the basis for refining the product prior to its implementation in the learning process.

The Implementation stage involved field-testing the teaching materials during Indonesian language lessons in class IV B at SDN Gekbrong 1. In this phase, students participated in lessons using the developed materials, while both the teacher and students provided feedback regarding the product's practicality.

The Evaluation stage aimed to determine the product's quality based on validation results, practicality, and effectiveness. Formative evaluation was conducted at each stage of development to ensure the teaching materials aligned with learning needs. Data collection techniques included observation, interviews, questionnaires, documentation, and listening proficiency tests (specifically pre-tests and post-tests). Observations and interviews were used to gather information regarding the instructional context and the need for developing teaching materials. Questionnaires were employed to collect data on expert validation and the responses of teachers and students concerning the product's practicality (Sugiyono, 2021; Fraenkel et al., 2012; Razak, 2017).

Documentation served to supplement the research data, while tests were used to assess improvements in students' listening proficiency following the use of the developed teaching materials.

The research data were analyzed using both descriptive qualitative and descriptive quantitative methods. Data from expert validation and practicality questionnaires were analyzed using percentages to determine the product's feasibility and practicality categories. Meanwhile, the effectiveness of the teaching materials was analyzed based on the results of the listening proficiency pre-tests and post-tests to measure

improvements in learning outcomes after using the developed materials.

RESULTS

1. The Process of Developing Teaching Materials Using a Differentiated Approach

The development of teaching materials in this study employed the ADDIE model, which comprises five stages: Analysis, Design, Development, Implementation, and Evaluation. This model was selected because it provides a systematic development procedure, ensuring the resulting product aligns with learning needs.

The Analysis stage was conducted through classroom observation, interviews with the class teacher, curriculum analysis, and an analysis of students' learning characteristics and profiles. The analysis revealed that listening instruction in Grade IV at SDN Gekbrong 1 remained teacher-centered, relying primarily on textbooks as the main learning resource. The teacher had not utilized audiovisual media or interactive teaching materials, leading to students often losing focus during listening activities and struggling to comprehend story content. Furthermore, the existing teaching materials failed to accommodate the diversity of student learning profiles.

Based on these findings, the Design stage involved creating a teaching material plan that integrated a differentiated approach across all instructional components. The product was designed as a teaching module featuring audiovisual media—specifically a children's story video about Praca and Satha—alongside student worksheets (LKPD), learning assessments, and digital interactive materials. All components were designed with visual, auditory, and kinesthetic learning profiles in

mind, ensuring students received a learning experience tailored to their specific characteristics.

The Development stage resulted in a final product that was subsequently validated by subject matter and media experts. Feedback from the validators served as the basis for refining the product, ensuring the teaching materials met standards regarding content, presentation, language, and media quality prior to classroom implementation.

Subsequently, during the Implementation stage, the teaching materials were used in Indonesian language lessons for Class IV B at SDN Gekbrong 1. Instruction followed the syntax outlined in the teaching module, allowing students to engage in a learning process that included watching the story video, participating in discussions, completing worksheets, and finishing the learning evaluation.

The Evaluation stage was conducted continuously throughout every phase of the development process. The evaluation encompassed expert validation results, teacher and student responses to the use of the instructional materials, and improvements in students' listening skills following instruction. The evaluation demonstrated that the developed product met quality criteria, making it suitable for use in Indonesian language lessons at the elementary school level.

The research findings indicate that the application of the ADDIE model provided a systematic development process, extending from needs identification to product evaluation. The stages were interconnected, ensuring the resulting instructional materials were grounded in analyses of student characteristics, the curriculum, classroom observations, and needs assessments conducted during the Analysis phase. Consequently, the developed product is highly relevant to the listening instruction needs of the fourth-grade class at SDN Gekbrong 1.

2. Validity and Practicality of Teaching Materials Using a Differentiated Approach

The quality of the developed teaching materials was determined through validity and practicality tests.



Validity testing was conducted by subject matter and media experts, while practicality was assessed via teacher and student response questionnaires following the product's use in instruction.

Subject matter expert validation results showed the teaching materials scored 37 out of a maximum of 40 (92.5%), placing them in the "highly valid" category. This assessment indicates that the presented content aligns with learning outcomes, the characteristics of elementary school students, communicative language use, and the principles of differentiated instruction. Furthermore, the presentation of the material was deemed systematic and capable of supporting the achievement of learning objectives.

Media expert validation also yielded a score of 92.5%, falling into the "highly valid" category. The assessment indicated that the developed audiovisual media met standards regarding visual presentation, image quality, text readability, audio quality, ease of use, and aesthetic appeal. Although there was a suggestion to align the story context more closely with the Indonesian environment, the media was overall deemed suitable for use in instruction.

These validation results demonstrate that the teaching materials possess the characteristics of high-quality materials: they are systematically organized, aligned with learning objectives, and equipped with components that support the student learning process. Additionally, the developed product incorporates the components of the *Kurikulum Merdeka* (Independent Curriculum) teaching module, including learning objectives, content, learning activities, assessment, media, and follow-up actions.

The practicality of the teaching materials was determined through teacher and student questionnaires administered after the product was used in class. Teacher questionnaire results showed a score of 31 out of a maximum of 32 (96.88%), placing it in the "highly practical" category. Teachers assessed the materials as easy to use,

engaging, and equipped with clear instructions, noting that they facilitated the implementation of listening lessons based on the differentiated approach.

Student responses also showed highly positive results. The majority of students rated the teaching materials highly, finding them easy to understand, engaging, and helpful in comprehending the content of the stories they listened to. These findings were reinforced by classroom observations, which showed that students were more focused, active, and enthusiastic, and were able to successfully follow the entire sequence of learning activities.

The high levels of validity and practicality indicate that the developed teaching materials not only meet theoretical suitability standards but are also easy to implement in the learning process. These results demonstrate that developing teaching materials based on an analysis of student needs can yield a product that aligns with the characteristics of learning in elementary schools.

3. The Effectiveness of Teaching Materials Using a Differentiated Approach in Improving Students' Listening Skills

The effectiveness of the developed teaching materials was analyzed based on students' listening skill test results—specifically, the pre-test and post-test scores obtained after using materials designed with a differentiated approach. The research findings indicate an improvement in students' listening skills following instruction that utilized the developed product. The average pre-test score of 59.21 rose to 96.44 in the post-test. This increase demonstrates that the developed teaching materials contributed positively to enhancing students' listening abilities.

This improvement in learning outcomes shows that teaching materials utilizing a differentiated approach help students comprehend story content, identify key information, discern underlying messages, and connect the story's content to their

own daily life experiences. These results suggest that instruction tailored to students' characteristics provides a more meaningful learning experience compared to conventional teaching methods.

This success is attributed to the implementation of differentiated instruction, which allows each student to learn in a way that aligns with their specific learning profile. Students with a visual learning profile received support through the presentation of engaging illustrations, images, and media displays. Students with an auditory learning profile engaged in learning by listening to story videos featuring clear narration and audio. Meanwhile, students with a kinesthetic learning profile experienced learning through activities involving movement and the use of interactive materials during the instructional process.

Instruction for students with a kinesthetic learning profile also integrated the principles of Total Physical Response (TPR). While listening to the story videos of *Praca* and *Satha*, students were given opportunities to respond to the content through various physical activities—such as acting out characters' movements, physically expressing events from the story, and following instructions found in interactive student worksheets. These activities provided a more concrete learning experience, thereby helping students gain a deeper understanding of the material they listened to. Observations made during implementation indicate that students participated in the lesson with enthusiasm, engaged actively in discussions, were able to answer the teacher's questions, and demonstrated a high level of attentiveness during listening activities. These findings suggest that the use of instructional materials based on a differentiated approach not only improved learning outcomes but also enhanced the quality of the learning process, as students were actively involved in every activity designed for the lesson.

DISCUSSION

The research findings demonstrate that developing instructional materials based on an analysis of student characteristics positively impacts learning success. Presenting material tailored to students' learning profiles facilitates their reception and processing of information, thereby making the listening process more effective. Furthermore, the use of audiovisual media creates a more engaging learning experience and helps students comprehend story content through the combination of visual and auditory elements.

These results align with the concept of differentiated instruction, which places students' learning needs at the core of instructional design. Teachers do not merely deliver the same material to all students; instead, they adapt media, activities, and learning experiences to suit individual student characteristics. Consequently, every student has an equal opportunity to achieve learning objectives in accordance with their potential.

The findings also reinforce theories regarding listening skills, which posit that successful listening depends on a student's ability to focus attention, comprehend information, and interpret orally conveyed meaning. By utilizing differentiated instructional materials combined with audiovisual media, these three aspects can be optimally supported, leading to a significant improvement in students' listening skills.

In addition to reinforcing theories discussed in the literature review, these findings support previous research indicating that innovative instructional materials and learning media tailored to student needs can enhance learning outcomes. This study differs from prior research in the specific product developed: listening instructional materials that integrate teaching modules, audiovisual children's stories, and interactive digital materials into a unified learning package based on a differentiated approach. The product was designed based on an analysis of student needs,



making it well-suited to the learning environment of elementary schools.

Overall, the research results indicate that the developed instructional materials—based on a differentiated approach—meet the criteria of validity, practicality, and effectiveness. Therefore, these materials are suitable for use as an alternative in Indonesian language instruction to improve the listening skills of fourth-grade elementary school students.

CONCLUSION

This study successfully developed teaching materials using a differentiated approach to enhance the listening skills of fourth-grade students at SDN Gekbrong 1, employing the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The resulting product consists of a differentiated teaching module integrated with audiovisual media featuring the children's story "Praca and Satha," alongside interactive digital materials tailored to students' visual, auditory, and kinesthetic learning profiles.

The research findings indicate that the developed teaching materials achieved a very high level of validity, as confirmed by subject matter and media experts, with a validity score of 92.5% from each group. Furthermore, practicality tests demonstrated that the materials were user-friendly for both teachers and students, yielding a teacher practicality score of 96.88% and eliciting a highly positive response from students regarding the product's use in instruction.

The effectiveness of the teaching materials was demonstrated by the improvement in students' listening skills following instruction using the developed product. The average pretest score rose from 59.21 to 96.44 on the posttest, indicating that teaching materials utilizing a differentiated approach can optimally enhance students' listening abilities. Consequently, the developed materials meet the criteria of validity, practicality, and effectiveness, making them a suitable alternative

for Indonesian language instruction in elementary schools.

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