

ABSTRACT

Muhajirin. 2025. *An Analysis of Barriers and Misconceptions in the Implementation of Differentiated Instruction in Junior High Schools: A Case Study of the Indonesian Language MGMP Learning Community in Soppeng Regency*. Thesis. Postgraduate Program, Muhammadiyah University of Makassar, supervised by Marwiah and Andi Adam.

This study aims to analyze the barriers and misconceptions experienced by teachers in implementing differentiated instruction in Bahasa Indonesia classes at the junior high school level in Soppeng Regency and to describe the strategies adopted by the MGMP teacher community to support its implementation. This research employed a qualitative approach with a case study design. Data were collected through questionnaires, classroom observations, in-depth interviews, and document analysis, and then analyzed thematically using instrument triangulation.

The findings indicate that the greatest barrier was time management (68.67%), followed by student resistance, while the lowest barrier was curriculum constraints (1.33%). The misconceptions identified ranged from the belief that differentiated instruction requires multiple lesson plans (8.67%) to the assumption that assessments must be uniform (2.67%), both categorized as very low.

The strategies developed by the MGMP community, including discussion forums, sharing best practices, and collective reflection, were found to assist teachers, although they have not yet been fully structured. This study concludes that the success of differentiated instruction requires systemic support, contextual training, and the cultivation of a reflective culture within teacher communities.

Keywords: *Differentiated Instruction, Barriers, Misconceptions, MGMP, Junior High School Teachers.*

