

IMPLEMENTATION OF DIFFERENTIATED LEARNING AT ARCAWINANGUN ELEMENTARY SCHOOL BANYUMAS

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ABSTRACT

Differentiated learning is still a hot topic in the era of the independent curriculum. Differentiated learning is a form of instruction that adjusts to the interests, talents, and needs of students, resulting in improved learning outcomes. This study focuses on providing a description of differentiated learning in terms of its products and the challenges encountered during instruction. The research was conducted at Elementary School Arcawinangun, Banyumas. It employed a qualitative approach and data collection methods included observations, interviews, and documentation. Data validation was done through source and technique triangulation. Based on the interview data, it was found that differentiated learning for students is a solution that aligns with their interests, abilities, and needs. This is evident in the products they produce, which are in line with their learning styles. Drawing from the collected data, it can be concluded that differentiated learning has a positive impact by providing opportunities for students to engage in natural and student-centered learning activities. It also allows teachers to collaborate using appropriate techniques and approaches that cater to the needs of the students.

Keywords : Implementation, Differentiated Learning, Products, Elementary School

INTRODUCTION

Education is a crucial element that holds great significance. It signifies "Education for all" as every citizen has the right to receive quality education (Aprima & Sari, 2022). Each individual possesses the potential to enhance their development through educational activities conducted by governmental or private institutions. Education is defined as a lifelong process with the primary goal of developing the potential of every person in life and equipping them with the abilities to lead a free life. Education is a crucial factor for the growth and realization of every individual. It occupies a significant position in achieving happiness and well-being for all individuals. Effective education reflects constructive qualities and fosters positive development (Ade Sintia Wulandari, 2022).

The role of the curriculum in the success of education in Indonesia, especially in formal schools, is crucial. The curriculum serves as a guide and reference for educational institutions in implementing teaching and learning activities. As a plan or design, the curriculum encompasses goals, subject matter, and strategies used in the educational process. Through the curriculum, teaching and learning activities can be effectively directed. A good and appropriate curriculum contributes to achieving educational goals and supports the success of learning in each educational institution (Kurniasih et al., 2020). From the previous explanation, it can be concluded that the curriculum plays a significant role in the learning process carried out by schools and other educational institutions. The curriculum can be likened to the framework or foundation of a nation. Therefore, efforts to continually improve the curriculum are essential to achieve the national education goals optimally. By developing a good and appropriate curriculum, we can ensure that education in this country provides maximum benefits for individual development and national progress.

In 2022, the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) introduced the "Kurikulum Merdeka" (Curriculum Freedom) as the latest curriculum. The Kurikulum Merdeka aims to create learner-centered learning, also known as a new paradigm of learning. In this new paradigm of learning, learning objectives are simplified, various teaching approaches are applied, and a holistic approach is implemented (Jayanti et al., 2023).

In the era of the fourth industrial revolution, schools have provided full support to teachers in implementing teaching and learning, particularly in the field of education. The

provision of learning support devices in every classroom has become a facility that facilitates teachers in the teaching and learning process. Some information and communication technology devices include laptops for every teacher, projectors, sound systems, and internet access (Adz Dzaky et al., 2020).

Diverse instructions coupled with constructivist learning theories offer students the opportunity to build upon their prior knowledge while drawing upon their own skills, interests, styles, and talents. Educators effectively harness each of these components from their students and create meaningful lessons for all students, guiding them towards academic success. As stated by (Robinson et al., 2014), "We can differentiate the resources we use, the way we ask students to interact with the content, and the way we ask students to demonstrate their learning."

Differentiated instruction is a teaching approach that allows teachers to meet the individual needs of each student. In differentiated instruction, the teaching and learning activities are tailored to the abilities, interests, and needs of each student. This approach is implemented to prevent students from feeling frustrated or unsuccessful in their learning activities. With this approach, all students have an equal opportunity to learn the subject matter according to their abilities and preferences, creating an inclusive learning environment that supports optimal individual growth and development (Tomlinson, 2011).

In differentiated instruction, it is important for teachers to understand and be aware that there is no single technique, method, or strategy that is suitable for all students in learning a particular subject matter. Therefore, teachers must design learning materials, activities, daily assignments, and final assessments while considering the abilities of students, their learning capabilities, interests or preferences, and individual learning styles. Additionally, teachers need to pay attention to delivering the subject matter in a way that aligns with each student's learning profile. With this approach, teachers can create a responsive learning environment, optimize the learning potential of each student, and facilitate their individual development.

The process of differentiated instruction is implemented to respond to the needs, learning styles, and desires of each student. In this case, the teacher will adjust the way each student engages with a specific learning focus. There are three strategies of differentiated

instruction that are used, namely differentiated content, process, and product (Sutaga, 2022).

RESEARCH METHOD

The research conducted applies a qualitative approach technique, which takes place at Elementary School 4 Arcawinangun as the focal point of the study. Qualitative research is a research method rooted in post-positivist philosophy and focuses on the natural conditions of the research object. In the ongoing study, the researcher utilizes primary data sources as well as secondary data, including interviews with classroom teachers, the school principal, and students at Elementary School 4 Arcawinangun. The research also employs data collection methods such as observation, interviews, and documentation. The researcher serves as the key instrument for data collection and analysis. The data collection approach utilizes triangulation, which combines multiple data collection techniques such as interviews, observations, and document analysis. Data analysis is conducted inductively, where specific findings are drawn to form more general conclusions. The results of qualitative research are more focused on deep understanding of meaning and contextual generalization possibilities (Sugiyono, 2010)

RESULT AND DISCUSSION

Implementation of Differentiated Learning in Arcawinangun Elementary School, Banyumas

The implementation of differentiated learning in Arcawinangun Elementary School, located in Purwokerto Timur sub-district, Banyumas, is based on the observations and interviews conducted by the researcher. This observation focuses on how differentiated learning is implemented in Arcawinangun Elementary School, specifically looking at the aspects of differentiated learning in terms of products and the challenges faced during the learning process.

The implementation of differentiated learning in terms of products is seen as a teaching and learning process that takes into account students' abilities and their preferences to meet their learning needs. (Wahyuningsari et al., 2022). Product differentiation refers to the final outcome of the learning activities that demonstrate the level of students' knowledge. Therefore, it is important to assess these products. This is in line with the opinion of (Rafiska & Susanti, 2023) that products are the final results that showcase the knowledge, skills, and understanding of students, which need to be evaluated. As a result,

students need to understand the taught material in order to successfully complete a product.

Overall, the implementation of differentiated learning in Arcawinangun Elementary School aims to cater to students' individual needs and abilities, allowing them to demonstrate their knowledge and skills through the products they create during the learning process.

Based on the interviews conducted with the 5th-grade class teacher, it can be concluded that Elementary School Arcawinangun has implemented the recommended differentiated learning program by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) by producing learning products. This data aligns with the research conducted by (Sarie, 2022), which discusses the implementation of differentiated learning. The findings from the research show that differentiated learning results in a product that requires a relatively long time to complete and requires a deeper understanding from the students.

From the perspective of product-based differentiated learning implemented at Elementary School 4 Arcawinangun, it is revealed that the success rate of this learning approach is 90% according to the testimony of the 5th-grade teacher, who is also an influential teacher in the school. This success involves the production of products aligned with the current learning themes. One of the themes covered was Theme 9, and several products were produced according to the students' learning styles. This is in line with the opinion of (Carolus Borromeus Mulyatno, 2022) that learning should be tailored to auditory, visual, and kinesthetic learning styles.

A product in differentiated learning can be created not only in the classroom but also outside of it. The products can be developed individually or in groups. If the product is created collaboratively, a fair evaluation system is needed based on the individual contributions of each group member in producing the product. Unlike performance assessments or performance tasks, which are final evaluations covering a unit, a section, or a theme, these tasks are usually completed in the classroom and have a shorter time frame compared to collaborative products (Kristiani et al., 2021). The teacher initiates the type of product that students need to create based on the knowledge, understanding, and skills they need to demonstrate. Additionally, the teacher establishes assessment criteria in a rubric so that students understand the assessment system and the expected quality

standards for each aspect. The teacher also explains how students can present their products so that other students can see the work they have created. It is important for the products created by students to be aligned with their readiness level, interests, and individual learning profiles.

Differentiated products are used as a means to facilitate the 5th-grade students of Elementary School 4 Arcawinangun in achieving learning outcomes. Through these products, students have the opportunity to showcase their creativity in assignments based on predetermined and agreed-upon projects. At the end of each learning process, there is always a product produced. The form of the product aligns with the analysis of students' learning needs. Students with an auditory learning style are given differentiated products in the form of summaries and presentations. Students with a visual learning style are assigned tasks involving drawings, posters, presentations, infographics, and videos, allowing them to utilize visual senses in their learning. Meanwhile, students with a kinesthetic learning style are given the opportunity to create videos or interactive content, concept maps, and even miniatures to facilitate their understanding through movement and physical interaction. The most important aspect of differentiated products is that they should reflect the students' understanding of the intended learning objectives.

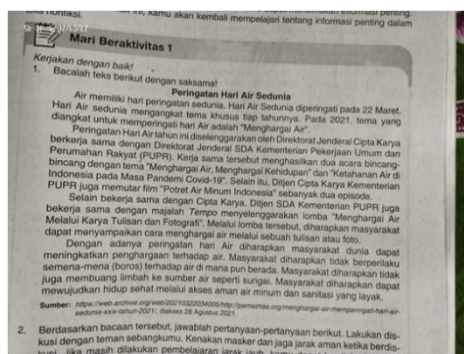


Figure 1.1 Learning Materials



Figure 1.2 Content Differentiation: The teacher explains the material through video images.



Figure 1.3 Process Differentiation: Learning takes place outside the classroom.

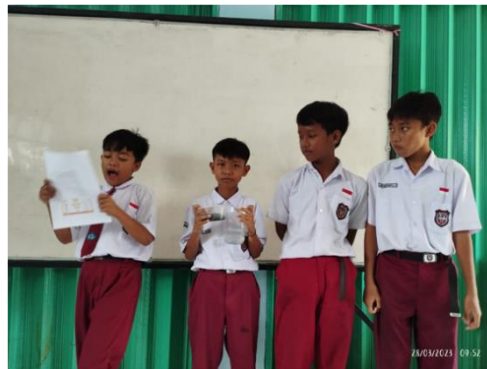


Figure 1.4 Product Differentiation: Presenting group outcomes.



Figure 1.5 Product Differentiation: Individual creation of a poster.

Barriers in Product Differentiation during Teaching and Learning

The implementation of differentiated instruction in Arcawinangun Elementary School, Banyumas, has been carried out effectively, as evidenced by the interviews conducted with teachers and the school principal, indicating that 90% of differentiated instruction has been implemented. However, there are still some minor barriers encountered, one of which is the lack of available supplementary media.

Referring to the interviews conducted with the fifth-grade teacher at Elementary School 4 Arcawinangun, it was mentioned that "One of the insignificant barriers in product differentiation is the lack of available learning media. One of the media used is gadgets. Although students are informed a day before the lesson, some of them forget to bring their gadgets or are unaware of the requirement, which can hinder the learning process." This aligns with the findings of the research conducted by (Muliani, 2022) on the barriers to learning caused by the lack of learning media.

To address this issue, a solution is to involve all stakeholders, including parents, teachers, and the school administration, as suggested by (Taylor, 2017). The school should also provide necessary facilities to support the implementation of differentiated instruction.

CONCLUSION

Based on the research conducted at Elementary School 4 Arcawinangun, specifically in the fifth-grade class, regarding differentiated instruction, it can be concluded that implementing differentiated instruction can help improve students' learning outcomes and enhance the quality of teaching. By using differentiated instruction strategies, teachers

can create lesson plans that take into account students' abilities, interests, and learning styles, providing a more tailored learning experience. However, there are some challenges faced, such as students not bringing their gadgets as agreed upon for implementing certain products, as well as the need for collaborative synergy among all stakeholders involved.

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