

DIFFERENTIATED LEARNING STRATEGIES TO MEET STUDENTS' LEARNING NEEDS AT SDN 01 KEPATIHAN

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ABSTRAK

Strategi pembelajaran diferensiasi menjadi pendekatan yang biasa digunakan dalam memenuhi kebutuhan siswa yang beragam. Dengan kata lain strategi pembelajaran diferensiasi adalah upaya untuk menyesuaikan kegiatan pembelajaran di dalam kelas dengan memenuhi kebutuhan belajar pada setiap individu yang dimiliki oleh peserta didik. Tujuan dari penelitian ini adalah untuk melakukan tinjauan tentang strategi pembelajaran diferensiasi dan bagaimana strategi ini dapat efektif dalam memenuhi kebutuhan belajar siswa. Penelitian ini menggunakan metode penelitian kualitatif Studi Kasus yang dilakukan kepada beberapa guru di SDN 01 Kapatihan yang belum maupun sudah mengikuti bimbingan teknis pembelajaran terdiferensiasi. Data dikumpulkan melalui observasi dan wawancara. Berdasarkan pemaparan analisis data penelitian, pembelajaran berdiferensiasi mempunyai tahapan berbeda yang perlu dipenuhi, yaitu mengidentifikasi kebutuhan belajar siswa, penyesuaian materi, pemilihan metode pembelajaran, penyediaan sumber belajar yang beragam, pemberian pilihan dalam penilaian, kolaborasi dan diskusi, pemberian dukungan tambahan, evaluasi dan penyesuaian. Dalam pelaksanaan pembelajaran berdiferensiasi proses pembelajarannya dipusatkan pada siswa sehingga diharapkan siswa dapat ikut serta dan aktif dalam kegiatan belajar mengajar. Hal ini tidak hanya mendukung keberhasilan akademis siswa tetapi juga dapat membantu dalam pengembangan keterampilan sosial dan emosional pada siswa. Dengan demikian, penerapan pembelajaran berdiferensiasi dapat memberikan dampak positif bagi siswa yang dibuktikan dengan meningkatnya kegembiraan dan semangat saat belajar.

Kata kunci : Straregi pembelajaran diferensiasi, Kebutuhan belajar

ABSTRACT

Differentiated learning strategies are an approach commonly used to meet the needs of diverse students. In other words, a differentiation learning strategy is an effort to adapt learning activities in the classroom to meet the learning needs of each individual student. The purpose of this research is to conduct a review of differentiation learning strategies and how these strategies can be effective in meeting students' learning needs. This research uses a case study qualitative research method conducted on several teachers at SDN 01 Kepatihan who have not or have taken technical guidance for differentiated learning. Data was collected through observation and interviews. Based on the presentation of research data analysis, differentiated learning has different stages that need to be fulfilled, namely identifying student learning needs, adapting materials, selecting learning methods, providing various learning resources, providing choices in assessment, collaboration and discussion, providing additional support, evaluating and adjusting. In implementing differentiated learning, the learning process is centered on students so that students are expected to be able to participate and be active in teaching and learning activities. This not only supports students' academic success but can also help in the development of social and emotional skills in students. Thus, the application of differentiated learning can have a positive impact on students as evidenced by increased joy and enthusiasm when learning.

INTRODUCTION

Education is an effort to develop human potential through a socially recognized learning process and various other means. The aim is to be physically and spiritually healthy, knowledgeable, competent, creative, independent, democratic, responsible, devout and devoted to God Almighty and to shape the potential of students to become valuable human beings with noble morals (National Education System, 2003). Law no. 20 of 2003 concerning the National Education System states that the role of national education is to develop skills, advance a dignified national civilization, and create an intelligent and purposeful society. Improving the quality of education needs to be carried out to improve the quality of Indonesian society as a whole through developing cognitive, affective and psychomotor aspects so that they are able to compete in solving global problems (Permendiknas No. 22 of 2006). Improving the quality of education is an initiative that needs to be considered and must continue to be pursued in order to realize quality and targeted education.

Teachers need to understand the characteristics of each student, because each student has different characteristics and understanding of subject concepts. If the teacher does not pay attention to the characteristics and individuality of students when teaching the material, then students will have difficulty understanding the concept of the material presented. No matter how much effort a teacher makes as a learning designer, if he does not pay attention to the characteristics of each student, then the entire learning process is carried out and developed by the teacher. will have no meaning at all for students.

Knowing student characteristics is very important for teachers because it can be a guide in developing plans and tactics in implementing the learning process. Elementary school students have several characteristics, such as wanting to play, move their bodies, work in groups, and express feelings and actions directly. Teachers must be able to package activities into a series of learning processes that are presented effectively to students, while still realizing that each student has different qualities. Furthermore, students must be given the opportunity to gain active and direct experience in the learning process, both individually and in groups. .

When students actively participate in the entire learning process, it will influence the learning outcomes achieved according to their learning abilities.

One way to design and implement a learning process based on student

characteristics is to use differentiated learning strategies.

Differential learning strategies are a very important thinking effort to implement learning processes in 21st century schools. In the world of education, the concept of differentiated learning is not a new concept. Differentiated learning is also called Differential learning.

According to Schöllhorn in Herwina (2021), "Differential learning is a motor learning model that is based on the importance of movement variability and is rooted in the dynamic system theory of human movement." Modification of problems related to learning readiness, learning profile, and learning interest to achieve maximum learning results.

Indirectly, a diverse and differentiated learning process can encourage student creativity by providing different opportunities for students to demonstrate what they have learned. Differential learning is also a highly recommended learning method that encourages the achievement of learning goals along with increasing creativity. This confirms previous findings that differential learning approaches promote motor learning through stochastic resonance processes. This means that students' internal states combined with the learning environment can strengthen their potential and encourage skill acquisition through differential learning (Schollhorn, 2016). Another important role is for teachers to become learning leaders who improve the health of their school's educational ecosystem. Becoming a learning leader means that teachers become leaders who focus on learning elements such as curriculum, teaching and learning processes, assessment, teacher development, and the school community. Happiness itself is related to beneficial conditions for students.

Teachers also have a duty to ensure that all students have equal opportunities to learn in the way that best suits their interests. This is in accordance with the values and role of teachers who accompany their students. Being on the student's side means that the teacher always makes the interests of the student's development the main reference.

Every decision a teacher makes is based primarily on student learning, not the students themselves.

Everything that is done must be aimed at student development, not for the self-satisfaction of teachers and other interested parties.

The method in this research aims to understand phenomena in their natural social context by prioritizing qualitative methods,

namely the process of in-depth communicative interaction between researchers and the phenomena being studied using scientific research methods (Herdiansyah 2010: 9).

Qualitative methods were chosen to obtain detailed data regarding the implementation of differentiated learning. On the other hand, the case study was chosen because it refers to the school that is the focus of the research when explaining the phenomenon of differentiated learning innovation.

Data collection techniques use the following types: 1) Observations carried out by researchers to identify learning conditions in schools, 2) Obtain information about the implementation of differentiated learning. This research will use technical triangulation: appropriate observation techniques and interviews. Data analysis uses three activity streams: data collection, data reduction, data presentation, and drawing conclusions. The method is written briefly, concisely, clearly and adequately.

To support these findings, observations were also made of teachers and students during classroom learning. This research only focuses on the first written problem formulation, namely, how to implement differentiation learning strategies at SDN 01 Kepatihan. This section explains the results of implementing differentiation learning strategies in elementary schools. The description of the research data consists of: (1) Application of differentiation learning strategies.

The results of this research were obtained through an interview and observation process. The subject of this research is the class teacher.



Figure 1. Differentiation learning

DISCUSSION

When implementing different learning strategies, teachers must be able to develop ideas and innovations that can be reproduced in the use of the learning methods and models used in order to motivate students to participate in every

process of learning activities. To improve the quality of student learning in class,

the teacher's role is very important in successful learning (Sukendra in Helwina, 2021). Simply put, differentiated learning is a series of meaningful decisions made by teachers as learning leaders who focus on meeting students' learning needs (Kusuma & Luthfah, 2020: 11). Teachers who are responsive to their students' learning need to modify learning by adding, extending and adjusting time to achieve maximum learning outcomes.

Differentiated learning strategies help elementary school students learn successfully because learning outcomes are aligned with the students' own learning needs.

Learning outcomes resulting from the entire student learning process can be in the form of articles, songs, poetry, infographics, posters, performance videos, animated videos, or other forms that are in accordance with the concept of the material students are studying, individually, or group learning interests. The differentiation learning strategy targets classical learning rather than individual learning, but the activities prioritize differentiation in the class, paying attention to existing differences, and without affecting individual individuality. In the book *Changing Students According to Ki Hajar Dewantara's Principles of Thinking*, it is stated that education is a process of developing children's characteristics according to their potential and talents.

SDN 01 Kepatihan is one of the educational institutions that implements a differentiation learning strategy. There are several changes in the application of differentiation learning. Students can accommodate (differentiated learning), but this policy also has weaknesses. This means that not all teachers understand differentiated learning because the curriculum changes are still new. Based on the background above, research was conducted on learning which examined "DIFFERENTIATION LEARNING STRATEGIES TO MEET STUDENTS' LEARNING NEEDS AT SDN 01 KEPATIHAN" with the aim of finding out how differentiated learning was implemented at SDN 01 Kepatihan.

There are several basic characteristics that characterize differentiated learning. These characteristics can be seen in the following review, namely Proactive Nature (Proactive means that the teacher actively pays attention to the lesson he wants to teach from the beginning of the learning process.

This means that he plans learning differently for each student (achieved by This does not mean that students accept assignments the same addition, but instead gives them various other tasks to improve their skills (differentiated learning). There are four elements that can be adjusted to the student's level of readiness in learning the material, interests and learning style: content (how they learn), process (how). they learn), and product (what they create after learning), learning environment), student-oriented (in this case the tasks given to students are adjusted and handled in the students' early years). Therefore, teachers must design learning to meet the needs of their students), a mixture of individual learning and classical learning (differential learning is a mixture of individual learning and classical learning). This school also applies when teachers provide opportunities for students to learn together classically), living in nature (living in nature means that there is continuous cooperation between the teacher and students, and they also collaborate in setting educational and individual goals).

The teacher monitors how the lesson fits and is adapted to the students.) Differentiated learning strategies are actions that are carried out to carry out differentiated learning by paying attention to learning activities that meet student needs and learning profiles. There are three differentiation learning strategies carried out, namely: content differentiation learning, process differentiation learning, product differentiation learning.

How to Implement Differentiated Learning in the Classroom:

1. Know the characteristics of your students based on their characteristics, interests and learning styles. To identify the characteristics of these students, you can use observation methods during learning activities and diagnostic assessments

through interviews and questionnaires.

2. After knowing the characteristics of the students, the teacher can divide them into several groups based on their interests or learning styles.

3. The next step is selecting learning topics that take into account student diversity in terms of motivation, interests and learning expectations.

4. Give students choices regarding the tasks they do, how to learn, and the learning media used.

5. The teacher carries out an assessment at the beginning of learning to determine students' understanding of the learning content and measure students' readiness for the learning objectives. Assessment is also carried out during learning activities, and at the end of the lesson the teacher assesses students by asking students to make a certain product.

6. Evaluate and reflect on the implementation of differentiated learning in the classroom.

Through different learning activities, all students' needs are taken into account, depending on their interests and learning profile. This is consistent with previous findings that differential learning training methods are designed to encourage self-organization in trainees (Gray, 2020). Students' interest in paying attention to their strengths and learning needs is at the heart of differentiated learning.

Being a learning profile that meets students' learning needs, differentiated learning requires teachers to pay attention and take action to meet students' learning needs.

CONCLUSION

Differentiated learning strategies are a means of implementing differentiated learning that pays attention to learning activities that are tailored to students' needs and learning profiles. SDN 01 Kepatihan is one of the educational institutions that implements differentiation learning strategies. There are several changes in the application of differentiation learning. Students can adapt (differentiated learning).

Differentiated learning helps elementary school students succeed in the learning process and can also

meet students' individual learning needs. Therefore, students must have sufficient opportunities to demonstrate what they want to learn during the learning process, which is carried out according to their learning needs, through different learning activities, all students' needs are taken into account, depending on their interests and learning profile.

However, the differentiated learning policy also has a weakness, namely that not all teachers understand differentiated learning because the curriculum changes are still new.

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