Implementation of differentiated learning in elementary schools

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Abstract: The Merdeka curriculum is intended so that students are free in carrying out their development in learning activities. The purpose of this study is to find out how the implementation of differentiated learning has been carried out by teachers in elementary schools. This study uses a descriptive qualitative approach using the Miles and Huberman model, which includes three components, namely data reduction, data display, and conclusion drawing conclusion. Data was collected through questionnaires and in-depth interviews with 20 teachers in elementary schools in South Sumatra.. the validity of this research data using data triangulation. Diagnostic assessment is in the form of short questions that can be written down or in the form of questions directly before starting learning. The characteristics of students who need differentiated learning are students who have diverse learning styles. Differentiation content is reading material, pictures, and learning videos related to the subject matter. The most appropriate differentiated learning model is the PJBL/PBL learning model. An effective and constructive learning environment greatly influences the process of developing the quality of teachers and students in the school environment. An indicator of the success of this differentiated learning is when students can express a sense of comfort. Differentiation learning carried out by the teacher first uses a diagnostic assessment, the content is adapted to learning styles, the learning process tends to be problem or project-based, the product is adapted to the abilities of students and the learning environment requires collaboration with parents.
Keywords: Implementation; Differentiated Learning; Elementary Schools

Introduction

The issuance of the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Recovery of Learning Development & Learning (2022) as a form of full support for curriculum improvement in Indonesia to realize an Advanced Indonesia that is sovereign, independent and has personality through its creation Pancasila students who reason critically, are creative, independent, have faith, fear God Almighty, and have a noble character, work together and have global diversity through the Implementation of the Merdeka Curriculum (Rahmadayanti & Hartoyo, 2022).

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Through updates related to the Freedom to Learn policy, all educators need to measure and introspect themselves so they can adjust to the current developments (Arviansyah & Shagena, 2022). The system of Merdeka curriculum is to provide the widest opportunity for teachers to design learning according to the characteristics of students (Awalia et al., 2022).

Merdeka curriculum is interpreted as a learning design that provides opportunities for students to learn in a calm, relaxed, enjoyable, stress-free, and pressure-free way, to show their natural talents (R. Rahayu et al., 2022). Independent learning is an action with characteristics but still expresses learning within existing limits and criticisms, without having to fade as noble and moral ideals for educators (Marisa, 2021). Freedom of learning can also be understood as freedom of thought, freedom of work, and respect or response to changes that occur (Nasution, 2022). So that the Merdeka curriculum is meant for students to be free in implementing their development in learning activities.

As it is known that the characteristics and abilities possessed by each student are very diverse. Each student must have a uniqueness. Every student comes to school with uniqueness and uniqueness inherent in each of them. Therefore, we need an approach that can meet the needs of each student. This approach can be a differentiated learning approach.

Differentiated learning is an attempt to adjust the learning process in class to meet the learning needs of each individual (Herwina, 2021). Differentiated learning is creating a class that has diversity by providing opportunities for students to master the material, process ideas, and improve the learning outcomes of each student so that they can learn even more effectively (Faiz et al., 2022). Differentiated learning can increase student activity and learning outcomes and can provide opportunities for students to be able to learn naturally and efficiently (Wulandari, 2022). With differentiated learning students as a whole get full support from the teacher to hone the field they want. Students can feel that learning is their right by providing opportunities for students to explore themselves (Basir et al., 2023).

Based on preliminary research, shows that some teachers have implemented differentiated learning even though the school where they teach has not implemented an independent curriculum, this is due to the demands of the times and the teacher's desire to be able to facilitate the abilities and interests of students. This is in line with the results of Yulianti (2022) that differentiation learning can improve students' writing skills and provide flexibility and opportunity for students to determine the topics they want to write about. Meanwhile, based on Januar (2022), that teachers need careful preparation in developing teaching aids in a differentiated learning process. Therefore, it is necessary to have a differentiated learning plan that accommodates the differences of each student. The independent curriculum is gradually implemented and indicates that differentiated learning must be immediately prepared to be implemented by the teacher, therefore it is important for the teacher to know how the implementation of differentiated learning from various previous teacher experiences is used as a reference and guide in its implementation.

Based on the results of the initial research and several previous studies, it is necessary to explain how the implementation of differentiated learning is carried out by teachers in elementary schools. The purpose of this study is to find out how the implementation of differentiated learning has been carried out by teachers in elementary schools.

Method

This research uses a qualitative-descriptive approach, which is a problem formulation that guides research to explore or photograph the social situation to be studied (Anengsih & Jamaludin,

2023). Phenomenology is the best method used to explain something, with this method we will get a general and in-depth description of the object we want to examine or know based on the appearance of the object (Nuryana et al., 2019). Data was collected through questionnaires and in-depth interviews with 20 teachers in elementary schools in South Sumatra who had implemented differentiated learning.

The data analysis technique used in this study was a qualitative data analysis technique using the Miles and Huberman model (Sugiyono, 2014), which includes three components, namely data reduction, data display, and drawing conclusion. The validity of this research data uses data triangulation (triangulation of data sources), namely between questionnaires and interviews. According to Sugiyono (2014) data triangulation is a data collection technique that combines various existing data and sources.

Results

Diagnostic Assessment

The results of the questionnaire given by the researchers to 20 teachers showed that all teachers carried out diagnostic assessments before conducting differentiation learning. Therefore, researchers conducted in-depth interviews with 5 teachers to strengthen the results of the questionnaire that had been obtained.

Table 1. Diagnostic Assessment

Source Person	Interview Results	Code
Teacher I	In the form of short questions that can be written down or in the form of questions directly before starting learning.	1,2
Teacher II	Diagnostic have diversity, both in cognitive and in the interests and learning styles that students want. Diagnostics can be done in low grades so that the teacher can easily determine the learning model To see the initial abilities of students, you can use observation and then cognitive and non-cognitive diagnostic assessments	1,3
Teacher III	Through triggering questions at the beginning of learning related to the material not yet and what will be learned	1,2
Teacher IV	Can be in the form of direct questions, or pre-test	1
Teacher V	Questions to map the learning needs of students, with multiple choice forms	1,3

*Code : 1 (assessment form), 2 (execution time), 3 (purpose)

From the results in table 1, the researchers concluded that the initial assessment used was a diagnostic assessment. where with this assessment the teacher can measure the abilities of students, identify the readiness of students, and can find out the diversity of students. Diagnostic assessment is in the form of short questions that can be written down or in the form of questions directly before starting learning. Diagnostics have diversity, both in cognitive and in the interests and learning styles that students want.

Furthermore, the researcher gave a questionnaire regarding the characteristics of students who needed differentiated learning. The results of the questionnaire show that each student needs differentiated learning because students have their characteristics. To explore this statement, the researcher conducted in-depth interviews with 5 teachers.

Table 2. Characteristics of Learners

Source Person	Interview Results	Code
Teacher I	Various characteristics, for example, some are active and some are passive, and also those who have various learning styles, visual, auditory, and kinesthetic.	1,2
Teacher II	The characteristics of diverse students, such as students whose learning is kinesthetic, audio, visual, and audio-visual. So learning varies.	1,2
Teacher III	The characteristics of students have aspects of development that are not by the developmental achievements of children of the same age, then students who need differentiated learning are students who have the ability or level of development above children of their age	1
Teacher IV	Characteristics that have different abilities and needs	1
Teacher V	Different learning styles, diverse backgrounds, or characteristics	1

*Code : 1 (characteristic type), 2 (example)

Based on the questionnaire and in-depth interviews that have been conducted in table 2, the researcher concludes that the characteristics of students who need differentiated learning are students who have a variety of learning styles, for example, some are active and some are passive and also have diverse learning styles, there are students with different learning styles. learning visually / seeing, some students are happy with auditory / hearing and also use kinesthetic learning styles / direct practice. So with the diversity of student characteristics, teachers must also have a variety of creativity to support the learning styles of various students.

Content Differentiation

The results of the questionnaire given by the researchers to 20 teachers showed that all teachers used content that was adapted to the learning material to be taught. Therefore, researchers conducted in-depth interviews with 5 teachers to explore these results.

Table 3. Content

Source Person	Interview Results	Code
Teacher I	Providing reading materials related to material, for example, magazines, Islamic comics, and so on	1,2
Teacher II	Content related to learning, learning content, and a summary of learning materials.	1,2
Teacher III	Readings, pictures, and videos	2
Teacher IV	Short and clear material, learning video media, and interesting worksheets	1,2
Teacher V	Relating to what is taught to students by considering the mapping of students' learning needs both in aspects of learning readiness, aspects of student interest, and aspects of student learning profiles or a combination of the three.	1,2

*Code : 1 (material type), 2 (example)

Based on table 3, the content prepared by the teacher in differentiation is reading material, pictures, and learning videos related to the subject matter discussed by taking into account the mapping of students' learning needs both in aspects of learning readiness, aspects of learning interest, and aspects of student learning profiles as well as a combination of the three aspects This.

Delivery of content or learning materials, of course, must use adequate facilities so that learning objectives can be achieved optimally. The results of the questionnaire given by the researchers to 20 teachers indicated that all teachers had to use the facilities in carrying out differentiated learning.

Table 4. Facilities

Source Person	Interview Results	Code
Teacher I	Projectors, availability of various learning media provided by schools, and natural objects	1,2,3
Teacher II	Adequate learning technology and media	1
Teacher III	facilities in the form of tools and materials, as well as an adequate learning environment	1,3
Teacher IV	Facilities that can help the development of children's learning such as educational media that suit the needs of students	1,3
Teacher V	Supporting facilities, such as the teacher's knowledge of pedagogy, support from all elements	1

*Code : 1 (types facilities), 2 (resources), 3 (example)

Based on table 4 Facilities that support differentiated learning are the availability of complete facilities and infrastructure, interesting learning media by the subject matter, customized learning content, and a safe and prosperous learning environment so that the learning carried out will help the development of students' learning according to the learning needs of participants educate.

Product Differentiation

Making products, based on the results of the questionnaire, shows that the products produced in differentiated learning vary depending on the interests and characteristics of students. For this reason, researchers conducted in-depth interviews with 5 teachers regarding the assessment of different products.

Table 5. Assessment

Source Person	Interview Results	Code
Teacher I	Assessment in product differentiation pays attention to the following 4 things 1) what quality of work is desired; 2) what content should be in the product; 3) How to do it; 4) What is the expected nature of the final product.	1
Teacher II	By determining the direction of the product according to the learning objectives, even though the products are different, students still have references in achieving the expected goals	2
Teacher III	Even though the products produced are different, they must still be the same as the learning objectives that have been determined at the beginning	2
Teacher IV	Can be adjusted, given the development standards of students, initial abilities, and developmental achievements of students	1
Teacher V	Determine the direction of the product according to the learning objectives, even though the products are different, students still have references in achieving the expected goals	2

*Code : 1 (aspects), 2 (learning objectives)

According to table 5, the thing that needs to be done in evaluating the results of different products is to determine the provisions for making product results referring to learning objectives. This

is very necessary to provide clear directions for the final product to be made by students so that misdirected events do not occur. In addition, the teacher can also determine assessment standards that have previously been prepared by the teacher so that during the assessment process they can still understand the level of ability, and creativity that exists in students. Products can be produced according to the mapping of each student's ability level so that curiosity and enthusiasm to continue learning emerges.

Process Differentiation

In process differentiation, teachers need to prepare lesson plans based on mapping students' learning needs including appropriate learning strategies and methods to be applied, teachers also need preparation in mastering material and class organization, as well as good supervision of students during the learning process. The results of the questionnaire given by the researchers to 20 teachers showed that all teachers used approaches, models, and methods in conducting differentiated learning. Therefore, the researcher conducted in-depth interviews with 5 teachers to explore this statement.

Table 6. Approaches, Models, and Methods

Source Person	Interview Results	Code
Teacher I	PBL, PjBL, Jigsaw, Inkuliri, Small Group	1,2,3
Teacher II	PBL/PjBL/Inquiry	1,2
Teacher III	Discussion method/Project based learning model or problem based learning model/TPACK approach	1,2,3
Teacher IV	PjBL or PBL	2
Teacher V	Scientific approach	1

*Code : 1 (approches), 2 (models), 3 (methods)

From the results obtained from the questionnaire that the most appropriate differentiated learning model is the PJBL/PBL learning model in table 6, which is an approach that prioritizes students to be able to solve problems that are encountered in class. In this lesson, students will play the role of a professional who tries to solve problems in everyday life. PjBL also shows high involvement of all students, cohesiveness, and increased student self-confidence. There are several reasons why it is appropriate for us to apply this PjBL approach in our curriculum with its various advantages, namely problem-solving (training students to be able to solve various problems they face), self-directed learning (cultivating and training a sense of responsibility, initiative, and freedom for independent learning and deciding where to first to be learned), creative thinking (training students' creative abilities in creating new things), cooperative and collaborative learning (training students with the ability to cooperate and collaborate with others/others), peer learning (training students to study with colleagues, where students will try to teach something that is known to others so that by teaching it students' abilities and knowledge will be further honed), reflection (students practice being able to express and retell the learning experiences they have gained). So by using the PJBL approach students not only learn things that are scientific but are also trained in developing their creativity.

In the implementation of differentiated learning, of course, there is a limit to the number of students in the class, therefore, based on the results of the questionnaire, shows that there is a maximum and minimum number of students in implementing differentiated learning. For this reason, the researcher conducted in-depth interviews with 5 teachers to explore this statement.

Table 7. Lots of Students

Source Person	Interview Results	Code
Teacher I	Maximum: 20, minimum: 15, in a group of 5 or 3 people	1,2,3
Teacher II	Maximum 20 minimum 8	1,2
Teacher III	Groups consist of 4-5 students, depending on the ability of the students	3
Teacher IV	In my opinion, the maximum and minimum number of students in differentiated learning is 20-25 students.	1,2,3
Teacher V	I think a maximum of 15 students and a minimum of 10 students	1,2

*Code : 1 (maximum), 2 (minimum), 3 (the number of members in one group)

Based on table 7, differentiated learning is learning that accommodates the learning needs of students, because the teacher must map the needs and learning styles of each student in the class, so ideally the number of students in differentiated learning is between 10 - 25 students. Then for group division, it is also better if each group member is 3-5 people. In implementing differentiated learning, we need to look first at the number of students in the class, if the number of students is not too many, then differentiated learning can be carried out by one teacher. However, if there are quite several students, learning should be carried out in teams so that the classroom atmosphere can be more conducive, and learning objectives can be achieved by students as we know that each student has different levels of abilities and learning styles.

Learning Environment Differentiation

According to the results of the questionnaire in table 8, it shows that teachers provide different environments according to the interests and characteristics of students. For this reason, researchers interviewed 5 teachers to find out what kind of environment the teachers had provided in differentiation learning.

Table 8. Learning Environment

Source Person	Interview Results	Code
Teacher I	The facilitating environment both from chairs, rooms, attractive displays, lights, and fans	1,2
Teacher II	Safe, comfortable, fun, take sides and liberate students	1
Teacher III	A safe, comfortable, and student-centered environment	1
Teacher IV	A safe, peaceful, and prosperous environment	1
Teacher V	An environment that is comfortable, positive, cheerful, and in favor of students	1

*Code : 1 (type of learning environment), 2 (examples)

An effective and constructive learning environment greatly influences the process of developing the quality of teachers and students in the school environment. as it is well known that classroom management is a human effort to create a process condition or effective teaching and learning activities. The learning environment that should be prepared by students is a comfortable, positive, cheerful, and fun environment. It was created with the expectation of successful learning that involves active students and teachers as classroom facilitators so that learning will become more meaningful.

Learning in favor of students is also very necessary because the era of development continues to change so that it becomes a renewal that effective learning is not the teacher as a source of learning

but students who are active subjects in the process of learning activities in the classroom while the teacher only acts as a mediator or facilitator. class. If this is implemented correctly it will have an impact on increasing learning concentration, increasing learning enthusiasm, eliminating stress and fear of learning and learning will be more effective and efficient so that student learning outcomes become more optimal.

To maximize student learning outcomes in differentiated learning, teachers need to collaborate with the parents of students. For all the potential that students have to develop optimally, in addition to teacher guidance at school, parental guidance is also needed when students are at home. So, the collaboration between teachers and parents greatly determines the level of success of students in implementing differentiated learning.

Table 9. Collaboration

Source Person	Interview Results	Code
Teacher I	There is a relationship and communication related to the development and activities of children at school that need to be communicated well with parents.	1
Teacher II	Parents are asked to help supervise student learning. At home	2
Teacher III	There to follow up and pay attention to the developments that occur in children	2
Teacher IV	In learning at school there needs to be a collaboration between parents and teachers so that it is easier to provide meaningful learning and children are helped by good collaboration between parents and related schools	1,2
Teacher V	Education and direction of parents at home also determine the potential of students	1,2

*Code : 1 (goals), 2 (forms of collaboration)

Based on table 9, when discussing success, of course, this is supported by many factors and one important factor is the existence of good cooperation between schools, teachers, students, and parents. This is very much needed to meet the learning needs of students, and to achieve development that has not been maximized.

Table 10. Success Indicator

Source Person	Interview Results	Code
Teacher I	Indicators of the success of differentiated learning are students feel comfortable in learning, there is an increase in skills both in terms of hard skills or soft skills, and the success of learning from a student, namely students can reflect on their abilities starting from the starting point of learning to the end of learning	2,3
Teacher II	Developments that occur in students and the learning needs of students who are met	2
Teacher III	Facilitation of children's needs, and achievement of child development that has not been achieved	1,2
Teacher IV	Children enjoy learning, are eager to learn new things, and easily accept learning from the teacher	2,3
Teacher V	If all students achieve the learning objectives that are made	3

*Code : 1 (facilities), 2 (purpose), 3 (atmosphere)

Based on table 10, an indicator of the success of this differentiated learning is when students can express a sense of comfort through being active, changing good behavior, and increasing significant learning outcomes. Therefore, to achieve the learning objectives, all of the above aspects must collaborate and support each other for the success of the students themselves.

Discussions

Based on the results of questionnaires and interviews, it was found that before carrying out differentiated learning the teacher had carried out a diagnostic assessment to be able to measure students' abilities, identify students' readiness, and be able to determine the diversity of students. Diagnostic Assessment is an activity carried out to see the competence, weaknesses, or difficulties of students so that educators can adjust the material to be taught according to the competencies and conditions of students (Hidayat & Maenomah, 2022). Diagnostic assessment is in the form of short questions that can be written down or in the form of questions directly before starting learning. The results of this study are in line with the results of research from Firmanzah & Sudibyo (2021) which states that diagnostic assessments are in the form of tests and interviews, the results of diagnostic assessments in the form of information related to student weaknesses are used as a basis for compiling learning that can help students better understand the material according to their conditions. -each, and support the achievement of learning objectives.

Differentiated learning will facilitate the characteristics of students who need learning with diverse learning styles. Learning style is a separate method used by students in learning activities to achieve learning goals (Irawati et al., 2021). It is important for the teacher to know the learning styles of his students and how students are prepared to accept the information he provides, with the hope that the teaching and learning process will become more effective (Aldiyah, 2021). To differentiate content in the form of reading materials, pictures, and learning videos related to the subject matter discussed by considering the mapping of students' learning needs both in aspects of learning readiness, aspects of learning interest, and aspects of student learning profiles as well as a combination of these three aspects. In the delivery of content, there must be the availability of complete facilities and infrastructure, interesting learning media by the subject matter, customized learning content, and a safe and prosperous learning environment so that the learning carried out will help the learning development of students by the learning needs of students. The results of research from Vecky Al Zuhry & Ghofur (2021) show that learning facilities can affect student learning achievement. Learning facilities that have been provided in schools are good and creative and innovative when choosing and using learning media to increase student motivation and learning outcomes (S. D. Rahayu & Trisnawati, 2021).

In the implementation of product differentiation, of course, different products will be obtained both individually and in groups according to the interests and characteristics of students, therefore the evaluation of product results is carried out by determining the provisions for making product results referring to learning objectives. Product assessment is the skill of making products and the quality of these products (Suardipa & Primayana, 2020). Product evaluation is not only obtained from the final result but also from the manufacturing process (Adinda et al., 2020). In the process of differentiated learning, teachers often use the PJBL/PBL learning model, which is an approach that prioritizes students to be able to solve problems that are encountered in class and there is a special number in implementing differentiated learning, ideally, the number of students in differentiated learning is

between 10 - 25 people. learners. Then for group division, it is also better if each group member is 3-5 people. However, if there are quite several students, learning should be carried out in teams so that the classroom atmosphere can be more conducive, and learning objectives can be achieved by students as we know that each student has different levels of ability and learning style from one.

An effective and constructive learning environment greatly influences the process of developing the quality of teachers and students in the school environment. as it is well known that classroom management is a human effort to create a process condition or effective teaching and learning activities. The environment which is a source of learning influences the learning process (Damanik, 2019). The learning environment that should be prepared by students is a comfortable, positive, cheerful, and fun environment. Teachers should provide a sense of comfort to students so that students feel free and have opinions both with the teacher and with their peers and establish bonds (Pravo Albarado & Eminita, 2020). It was created with the expectation of successful learning that involves active students and teachers as classroom facilitators so that learning will become more meaningful. Self-potential can be developed through support from environmental involvement, and adequate facilities (Madon et al., 2023). To maximize student learning outcomes in differentiated learning, teachers need to collaborate with the parents of students. Collaboration is a concrete and systematic step in the educational environment that has a direct impact on improving the quality of education (Nugraha & Aminur, 2017). For all the potential that students have to develop optimally, in addition to teacher guidance at school, parental guidance is also needed when students are at home. Determine the success of differentiated learning is when students can express a sense of comfort through being active, changing good behavior, and increasing significant learning outcomes. Parents who can provide a comfortable and friendly climate make students able to study optimally at home, in line with that teachers who teach classes with various learning approaches as well as a good and friendly climate, so that students can absorb material optimally (Hamonangan & Widiyarto, 2019). The results of this study provide new insights to teachers and can be a reference in implementing differentiated learning in the independent curriculum.

Conclusion

Diagnostic assessment is in the form of short questions that can be written down or in the form of questions directly before starting learning. The characteristics of students who need differentiated learning are students who have diverse learning styles. Differentiation content is reading material, pictures, and learning videos related to the subject matter. Facilities that support differentiated learning are the availability of complete facilities and infrastructure. Evaluation of different product results, namely by referring to learning objectives. The most appropriate differentiated learning model is the PJBL/PBL learning model. ideally, the number of students in differentiated learning is between 10-25 students. An effective and constructive learning environment greatly influences the process of developing the quality of teachers and students in the school environment. To maximize student learning outcomes in differentiated learning, teachers need to collaborate with the parents of students. An indicator of the success of this differentiated learning is when students can express a sense of comfort through being active, changing good behavior, and increasing significant learning outcomes.

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