

Analysis of The Implementation of Differentiation Learning in Class V Primary Schools Based on The Independent Curriculum

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Abstract

This research is descriptive qualitative research using observation, interview and documentation study methods which aims to analyze the implementation of differentiated learning in class V elementary school based on the independent curriculum at SDN Jimbaran 01 Bandung. The research subjects were the principal and class V teacher at SDN Jimbaran 01. The research results showed that 1) teachers had difficulty carrying out initial diagnostic assessments, especially for quiet children. 2) teachers have difficulty integrating differentiated strategies into learning steps in preparing teaching modules. 3) There is a slight misperception that differentiated learning is creating a learning design that is similar to individual mentoring. Based on the results of the analysis of observations and interviews with teachers, it can be concluded that in analyzing differentiation there are still some difficulties, especially in implementing differentiated learning in the classroom. So there is a need for further training for teachers who have implemented the independent curriculum in the learning process in their classes, especially class V.

Keywords: *Differentiation, independent curriculum, primary school*

Abstrak

Penelitian ini merupakan penelitian deskriptif kualitatif dengan menggunakan metode observasi, wawancara dan studi dokumentasi yang bertujuan untuk menganalisis pelaksanaan pembelajaran diferensiasi pada kelas V SD berbasis kurikulum mandiri di SDN Jimbaran 01 Bandung. Subjek penelitian adalah kepala sekolah dan guru kelas V SDN Jimbaran 01. Hasil penelitian menunjukkan bahwa 1) guru mengalami kesulitan dalam melakukan penilaian diagnostik awal khususnya pada anak pendiam. 2) guru kesulitan mengintegrasikan strategi-strategi yang berbeda ke dalam langkah-langkah pembelajaran dalam menyusun modul pengajaran. 3) Ada sedikit kesalahan persepsi bahwa pembelajaran diferensiasi adalah menciptakan desain pembelajaran yang mirip dengan pendampingan individu. Berdasarkan hasil analisis observasi dan wawancara terhadap guru dapat disimpulkan bahwa dalam menganalisis diferensiasi masih terdapat beberapa kesulitan khususnya dalam penerapan pembelajaran diferensiasi di kelas. Sehingga perlu adanya pelatihan lebih lanjut bagi guru-guru yang telah menerapkan kurikulum mandiri dalam proses pembelajaran di kelasnya khususnya kelas V.

Kata kunci: *Diferensiasi, kurikulum mandiri, sekolah dasar*

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PENDAHULUAN

Education is one of the most important aspects in the progress of a nation. The progress of a nation is influenced by the quality of that nation's generation. A quality generation of the nation can be realized one way through good quality education. It is hoped that good quality education can create a generation of quality, character and able to compete in the global world. To achieve all these goals, there must be good collaboration between parents, the world of education, and society. The Indonesian government has made various efforts to advance education in Indonesia, one of which is by developing the curriculum. This is evident from the curriculum changes that have occurred, previously the 2013 thematic curriculum was developed into an independent curriculum which has begun to be implemented in 1st, 2nd, 4th and 5th grades.

Differentiated learning is one of the main focuses of attention in the independent curriculum. Differentiated learning is learning that is tailored to the needs and abilities of individual students (Marzoan, 2023). Differentiated learning is a process or philosophy for effective teaching that provides multiple ways of understanding new information for all students in their diverse classroom communities, including ways to: acquire content; processing, building, or reasoning ideas; and developing learning products and assessment measures so that all students in a classroom with diverse ability backgrounds can learn effectively (Kusuma, 2023). The definition of curriculum according to the Ministry of Education and Culture 2003 is as a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals. According to Marlina, there are 4 components of differentiated learning: content, process, product and learning environment (Marlina, 2019)

At Jimbaran 01 Public Elementary School, Bandungan District, the Principal has chosen to implement the Independent Curriculum in the independent change option. In the 2023/2024 school year, the application of differentiated learning will focus on grades 1st, 2nd, 4th and 5th. For this research, the researcher focused the research on 5th grade by providing an overview of the application of differentiated learning in 5th grade.

METODE

This research design is a qualitative descriptive research design aimed at analyzing the implementation of differentiated learning models carried out by teachers in science and science subjects who use the independent curriculum in their schools. Qualitative research methods are research based on postpositivism or entrepreneurial philosophy, which is used to examine the condition of a natural object, the researcher is the key instrument. While the data collection technique was carried out using triangulation (a combination of observation, interviews and documentation) the data obtained tended to be qualitative.

This research will explain the implementation of differentiated learning carried out by class V teachers based on the independent curriculum at SD Negeri Jimabran 01 Bandungan. Data collection was carried out using interview techniques, observation and review of teaching module documentation and implementation of learning.

HASIL DAN PEMBAHASAN

Implementation of The Independent Curriculum

In 2022, the government will offer 3 models of implementing the Independent Curriculum to schools throughout Indonesia, including: 1) the complete 2013 Curriculum, 2) the Emergency Curriculum, 3) simplified 2013 Curricula, and 4) the Independent Curriculum with several options such as Independent Learning, Independent Change, and Independent Sharing. The implementation of the independent curriculum in the 2022/2023 academic year starts from grades 1st and

4th, then in the 2023/2024 academic year the implementation of the independent curriculum in grades 1st, 2nd, 4th and 5th.

The independent curriculum has the advantage of making teachers more creative and innovative in implementing the learning process. The material taught in the implementation of the independent curriculum is taught to students given freedom, free to be presented sequentially or randomly, depending on which part we and the students must master first (Aprima, 2022). In the implementation of the independent curriculum, learning is also emphasized. differentiation, learning tailored to student needs.

There are 4 components of differentiated learning (Marlina, 2019), namely 1) Content differentiation includes the coverage of material studied by students. Steps that teachers can take are to examine the learning objectives and then provide different material coverage according to students' interests but to achieve the same learning objectives. 2) Process differentiation, which is related to the method or process provided by the teacher so that students can process ideas/information from the teacher according to their learning style or interests. 3) Product differentiation is related to how students show their understanding of the material studied. Students who are interested in art can express themselves by drawing, students who are interested in sports can express themselves through physical movement. 4) Product differentiation is related to how students show their understanding of the material studied. Students who are interested in art can express themselves by drawing, students who are interested in sports can express themselves through physical movement.

Analysis of The Application of Differentiated Learning in Class V

Based on the results of observations made by researchers, the results were obtained that the application of differentiated learning carried out by class V teachers still needs to be developed because there are several steps that have not been maximized. First, teachers experience problems when carrying out initial diagnostic assessments. in terms of carrying out non-cognitive initial diagnostic assessments, teachers carry out data collection using non-cognitive initial diagnostic assessments. Some students answered honestly according to their wishes, there were also some who answered by imitating their friends' answers. This results in the analysis of the results of the initial non-cognitive diagnostic assessment being less effective and less than optimal. Questions in the non-cognitive initial diagnostic assessment include full name, nickname, things you like at school, things you don't like at school, things you like in lessons, things you don't like in lessons, things you like about teachers, things you don't like from the teacher, what is expected from learning at school and so on.

Second, the mapping carried out by teachers is not only based on students' interests and learning styles, but also based on students' educational background and age. Third, when preparing teaching modules or differentiated teaching modules. The main difficulties at the stage of learning steps and laying out the differentiation part. A simple step that can be carried out by class teachers is to download an example of the Teaching Module on PMM to use as a reference.

Fourth, a teacher who likes learning and always strives to provide diverse learning which is a positive value. Even though he is 50 years old, his motivation to learn about change is very high. In this case, it appears that differentiation learning will trigger teachers to be more varied in their teaching (Trias et al, 2022).

The follow-up carried out by the school based on this analysis is 1) the principal involves fifth grade teachers in self-development regarding the independent curriculum and differentiated learning, 2) the principal carries out individual supervision techniques regarding administrative checks related to the independent curriculum, especially in the creation of Differentiated Teaching Modules, implementation and evaluation of learning carried out by class 5 teachers. 3) The principal invites the teacher council to form a

discussion group forum (study group) as a suggestion for mutual sharing and together to find the best solution for students.

SIMPULAN

The conclusions that can be obtained from research in the application of differentiated learning carried out by fifth grade teachers at Jimabran 01 Bandungan Public Elementary School are first, that teachers experience problems in analyzing cognitive and non-cognitive initial diagnostic assessments, secondly, when preparing differentiated teaching modules teachers must analyze the emergency curriculum and student needs and integrated into the learning steps in the Teaching Module so that differentiated learning can be implemented, third, difficulties in mapping interests and talents.

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