



Analysis of Differentiated Learning Strategies on Student Learning Outcomes

Fadhilah Nur Ramadhani Rizqiyah Puteri¹, Iqnatia Alfiansyah¹

¹Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Gresik
Jl. Sumatera No.101, Gn. Malang, Randuagung, Kec. Kebomas, Gresik Regency

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Correspondence:

(Fadhilah Nur Ramadhani Rizqiyah Puteri)

(082332744350)

(Fadhilahnurramadhani29@gmail.com)

Abstract: History shows that the Indonesian nation has been independent for 77 years, the education of students in this country has become an important icon in people's lives who need direction towards a better future. Long enough time has passed, it is only natural that this country will learn valuable lessons to make history for a better future. The subjects in this study were class V teachers to analyze the differentiated learning strategies carried out by the teacher during the learning process in class. This qualitative research emphasizes more on descriptive reports that aim to describe or describe existing phenomena, both scientific and man-made phenomena. In other words, this learning model will give students the flexibility to increase their potential according to their readiness to learn, their interests, and their learning profile. Effect of Using Differentiation Learning allows teachers to meet the needs and expectations of students, this indirectly increases the creativity of students.

INTRODUCTION

History shows that Indonesia has been a sovereign country for 77 years, the education of the country's students has become an important icon in the lives of people who need a brighter future direction. There has been a long pause, naturally the nation has gained essential knowledge to carve out a history for a better future. Indonesia was once praised

as a prosperous nation and improved its Human Development Index tremendously. After Indonesia's independence, the country was a sovereign state where the people gave absolute power to the government to organize all their requirements and the scope of duties imposed by the mandate of the government, including in preparation for preparing, providing



and developing the world of education (Nasution, 2008).

Education is an important role for human life, where in education the main target is the teacher because the teacher's job is to teach knowledge, and guide students. In carrying out his duties as a teacher, he must be able to educate the nation's students so that they become students with character and become individuals who behave ethically and within the limits of the law. In addition, with the existence of education, technology is developing, as well as increasing ethical behavior and within the limits of the law. in the country. Education has a major contribution to the development of knowledgeable and competitive Human Resources (HR) on a global scale (Liliawati et al., 2022).

The educational process is to transfer knowledge from teachers to students through learning activities using various methods used by teachers so that students can absorb the information that has been conveyed. The knowledge received by students is useful and to educate the nation and state which will later become the successor of this nation. A teacher must realize the differences in learning

methods between each learner in order to achieve learning goals (Pebriyanti, 2023b). The task of teachers is not only to educate but also to understand the character of students, especially in elementary schools which require an approach between teachers and students to determine their character. The better the teacher understands the character of the learners and the better it is to achieve optimal learning conditions.

Before dividing classrooms, teachers will conduct written tests/interviews to find out the characteristics, intelligence, learning styles, interests and talents of students. In order to make it easier for teachers to divide classrooms evenly and produce classrooms that are conducive to students. To know the characteristics of students is very important for teachers because it can be used to develop through the learning process. Learners in elementary school certainly have character traits such as: like to play, like physical activity, like to work in groups and direct expression of emotions or activities. Teachers must be able to effectively manage the learning process in such a way that the quality of each learner can be different. In addition, learners need to be given the

opportunity to be active and directly involved in the group and individual learning process. Thus, when learners actively participate in the whole learning process, depending on their learning capacity, it will have an impact on learning outcomes (Kamala et al., 2022).

Learning can be said to be successful when the teacher after explaining the material and then students can master the material that has been conveyed through LKPD (Learner Worksheet) by the way the teacher gives questions related to the material that has previously been taught to students to measure the level of ability in students and the results can later become an additional value for students. Or use other ways to measure the level of understanding in students such as holding quizzes, asking questions and discussing. The principle of successful learning in students can be maximized if previously by doing differentiated learning, the efforts made by teachers can be maximally achieved and beneficial for students (Dalila et al., 2022).

The description of the term "differentiation" is specific to each field, for example in the field of education,

where differentiation basically means differentiating or tailoring teaching to the needs of specific learners with the learning process (Safarati, 2023). Differentiated learning is an effort made by teachers for students to adjust the learning process by taking into account the special learning needs of each learner. The learning needs in question are related to students' learning interests, Pancasila learner profiles and the ability to improve learning outcomes. Teachers facilitate that each learner has different qualities, so they cannot all be treated the same. Therefore, learners must be treated according to their needs. Differentiated learning is not individualized learning (Dalila et al., 2022), but rather learning that takes into account the strengths and learning needs of learners with independent learning strategies.

Differentiated learning means that teachers better recognize, explore and meet learners' diverse learning needs. Adjusting to the learning requirements of each individual, different learning strategies can be used by teachers for learners during the learning process. Teachers should consider their willingness, interest, aptitude and

learning profile. It is usually carried out in the first stage of the learning process as it serves to ensure an initial level of proficiency in learners and as a guide to mapping learners' willingness to learn. The Pancasila learner profile includes: learners who are always noble, independent, critical thinking, creative, cooperation and mutual cooperation. The Pancasila learner profile is a character related to Pancasila that the teacher expects to be realized during the learning process which will later become a provision for students (Yani et al., 2023).

Although character education is the main focus in the 2013 curriculum, it is not clearly mentioned as the profile of Pancasila students. The character that the teacher wants to build is actually a specific goal to be achieved in the independent curriculum. In the application of the Pancasila learner profile in the independent curriculum, of course, it is very important in the implementation of differentiated learning. Its application can be carried out through habituation activities such as: intracurricular, extracurricular, school programs that focus on the needs of interests and talents of students in

everyday life carried out in students (Lubaba & Alfiansyah, 2022).

METHODS

This research uses descriptive qualitative research which explains about "Analysis of Differentiated Learning Strategies for Student Learning Outcomes at MI Masyhudiyah Giri". This qualitative research uses how to input data from surveys or observations, class V teachers serve as research subjects to analyze differentiated learning strategies carried out by teachers during the learning process in the classroom.

This qualitative research emphasizes more on descriptive reports that aim to define or describe current phenomena, both natural and man-made. This study looks at how phenomena take form, function, nature, change, relationships, similarities, and other differences (Martina et al., 2022). The location of this research is at MI Masyhudiyah, precisely at JL. SUNAN GIRI 18 F / 08 Kebomas District Gresik Regency. MI Masyhudiyah was established on July 20, 1946 and became one of the educational units with MI level especially in the local Giri area. In carrying out its activities, MI

Masyhudiyah is under the auspices of the Ministry of Religious Affairs, which is currently accredited A. The implementation time was the beginning of the even semester of the 2022/2023 academic year when this research was conducted. Teachers who teach in class V are the research subjects or data sources.

Qualitative research uses information collection methods through interviews, documentation, and direct observation at MI Masyhudiyah. Interviews were conducted to analyze differentiated learning strategies in class V, as well as elements that influence and hinder the implementation of learning in the classroom (Fanny et al., 2022). In qualitative research, the instrument is human, so it can be done through interview techniques. Furthermore, documentation techniques are carried out when making observations at school such as: taking pictures during the learning process and taking pictures of the conditions at the school. To become a researcher, you must have a deep understanding and theoretical insight to ask questions, analyze, take pictures, and conduct research for clear and

significant research objects at the time of the research (Anida, 2023).

In qualitative research, the data criteria must be certain. The data in question is data that is accurate or actually occurs based on the reality of the situation. The data obtained to be evidence for conducting research at MI Masyhudiyah Giri and become the main key in working on this article. Research variables are attributes or identifiers of a set of objects that can be seen from the point of observation. Consequently, the analysis variable can be in any form, which becomes the focus of a particular research. This research variable is the effect of differentiated learning on the learning needs of learners in elementary schools based on learning readiness, interests, abilities, and learner profiles (Pebriyanti, 2023a).

RESULTS & DISCUSSION

Results

The concept of differentiated learning in the learning process is an approach designed by teachers to accommodate individual differences in learners in the classroom environment. This approach recognizes that each learner has different needs, interests, abilities and learning styles. This

approach aims to provide learning experiences that are relevant, challenging and tailored to the abilities, interests, learning styles and needs of each learner. Thus applying differentiated learning methods, teachers can create a learning environment that is conducive, relevant, and meets the needs of each learner. The application of the differentiated learning concept allows teachers to accommodate learners' individual differences in order to improve learning outcomes in learners. Teachers are a factor that affects the achievement of quality education, when students are interested in learning, it can be said that the education process is successful, for each student has a different learning incentive (Regiani et al., 2022). Therefore, teachers will always determine whether education succeeds or fails in achieving its goals. Improving the quality of education starts with improving the quality of teacher performance. Teachers who understand their responsibilities and duties in the learning process are considered qualified teachers (Rifa & Kusumah, 2022).

Examples of differentiated learning strategies include adjusting learners' needs in terms of learning interests and learning readiness. According to previous study findings, learners' learning activities can change from passive to more active if a teacher uses differentiated learning strategies. (Kamala et al., 2022) A teacher needs to master differentiated learning techniques because in the differentiated learning process the teacher does not only apply 1 method or generalize to all students. Differentiated learning strategies can meet learning needs on the best learning outcomes for students, namely the teacher must really prepare before teaching and learning activities take place starting from teaching tools such as Teaching Modules, Curriculum, to learning media used and conducting PTK (class action research) so that the learning process can run optimally. The curriculum is a pre-planned design of learning, materials, and learning experiences. The curriculum is a reference for all educators in carrying out the teaching and learning process, including Indonesia, which has undergone many curriculum changes

and revisions (Fatmawati & Yusrizal, 2012).

Teachers need to pay attention to the characteristics of each learner. Teachers will observe students both inside and outside the classroom, in addition to conducting Classroom Action Research in order to improve the learning process by observing what happens in the classroom (Janawi, 2019). Thus the teacher is able to make the quality of learning more interesting and find out the difficulties of students' learning experience during the learning process. A teacher needs to master differentiated learning techniques because during the differentiated learning process the teacher does not only apply 1 method or generalize to all students in order to find out the level that suits the knowledge and prepare students' learning preferences. The selection of learning strategies must be in accordance with the content of the subject to be studied in order to involve students in active learning, trying to maximize all their abilities to meet the learning objectives that have been set and support the development of their critical thinking skills (Prasetyo & Kristin, 2020). The following are some

differentiated learning strategies that can be implemented in the classroom:

1. Flexible Grouping

Learners are grouped based on their ability level or learning needs, these groups can change over time. With flexible grouping, teachers can provide extra help to learners who need it and encourage learners to be more skillful.

2. Diverse Learning Materials

Teachers can provide different types of learning materials, such as (learning videos or interactive activities). This allows learners to choose instructional strategies that suit their learning style.

3. Differentiated Assessments

Teachers can use different forms of assessment, including written assignments or oral exams so that learners have the opportunity to demonstrate understanding in the way that suits them best.

4. Appropriate Tasking

Learners are given tasks based on their capacity, as it allows each learner to achieve sufficient and feel challenged.

5. Different Teaching Approaches

Teachers can use a variety of teaching approaches, such as (lecture, discussion, cooperative learning, or project-based learning). By using this variety, learners with different learning preferences can participate more actively during the learning process.

6. Individualized Guidance

Teachers provide individualized guidance to learners through questions and answers, or one-on-one discussions. This allows teachers to provide specific direction and support according to the needs of each learner.

Differentiated learning models take into account the demands of learners. In other words, this learning model will allow learners the freedom to maximize their potential based on their desire and readiness to learn, and their learning profile. In differentiated learning, teachers will group learners based on similar traits and learning preferences. The teacher uses some interesting and creative method innovations according to the learners' needs. The teacher serves as a facilitator who will guide during teaching and learning activities, so that

students can receive material effectively and efficiently. The implementation of differentiated learning requires a pleasant classroom atmosphere where every learner in the class respects each other and feels accepted by everyone. Learners to feel as comfortable as possible in their learning and expectations of the development of students and teachers in providing knowledge in the classroom towards the success of students. The equality felt by learners and teachers who actually work together for mutual success (Prasetyo & Kristin, 2020).

Discussion

As a teacher, you must be able to know how to differentiate the learning needs of students in accordance with learning objectives. For students, good learning is fun, where the material to be taught is easily conveyed to students. Each child has their own characteristics that are different from their learning style, some are visual, auditory, and some are even kinesthetic so that they cannot be equated. In addition, the interests and talents of a learner also influence the process of their learning activities. Therefore, with the existence of differentiated learning where in the

learning process there are groupings regarding learning models but the material to be delivered remains the same as a result students can easily understand the material and satisfy their learning needs. To encourage learners' involvement in the learning process and improve the quality of learning in the classroom and ensure learning success, teachers must be more innovative in choosing learning techniques, models, and strategies (Nuryadi et al., 2017).

Differentiated learning allows teachers to meet the demands and expectations of learners, indirectly to increase creativity in learners. Differentiated learning is also able to provide ample space for learners to show what they have discovered. Furthermore, differentiated learning is a proposed approach in order to develop creativity in learning to facilitate the achievement of learning objectives (Safarati, 2023). This idea states that teachers must create learning tools that describe the abilities of students in accordance with the needs of students. Therefore, to understand this, teachers must examine the atmosphere, facilities and infrastructure of the school. In order

to support the learning process that suits the needs of students and prepare learning strategies/approaches that consider differences in learning styles, types of intelligence, interests, and talents in students.

Learning in elementary school is a very important procedure in learning achievement. The learning process uses teacher recommendations, researchers various kinds of learning methods to maximize learning success. By using a variety of learning methods taught, students are desired to have a solid understanding in receiving the material that has been given (Nuril Lubaba & Alfiansyah, 2022). The challenge in differentiated learning activities is that teachers do not only concentrate on one learner but must deal with many learners who have different characteristics and needs. Teachers must also be able to create methods/use teaching strategies that are interesting and suit the needs of the learners. Given these challenges, it is important for teachers to get to know learners individually, communicate with them and be open to feedback so that they can create a conducive learning environment and facilitate learners'

development according to their needs. Appropriate differentiated learning can elicit certain feelings such as pleasure, amusement, emotion and admiration. Differentiated learning does not take into account the deficiencies of each learner, but rather facilitates learning deficiencies in learners. Therefore, differentiated learning is a learning activity that can facilitate diverse learning needs, because it accommodates the unique and diverse learning characteristics of learners so that they feel they can learn according to their needs (Setyawati, 2023).

The existence of differentiated learning, teachers can adjust teaching methods, subject matter, and assessments that are equivalent to the needs and individual abilities of students. To achieve the goals that have been set, the teaching and learning process is essentially a dynamic engagement between teachers and students (Rusmiati et al., 2022). Learners put more effort into acquiring learning materials easily and enjoyably depending on learners' preferences and skills, besides it can increase motivation and academic achievement in learners. Increased learner motivation can also

come from creative teachers, learners tend to be more motivated to learn and stay interested. To be more motivated and feel comfortable with teachers who have various learning inspirations, so that learners become more excited and do not feel boring (Oktiani, 2017). Learners need to be motivated so that the teaching and learning process can take place properly, if students do not have the desire to learn, they may not be able to engage in learning activities (Sutrisno et al., 2020). Here are the effects on the use of differentiation methods in the learning process:

- 1) Increased participation and engagement in learners
 - 2) Increased learner understanding and academic achievement
 - 3) Increased motivation and confidence
 - 4) Development of critical thinking skills and creativity
 - 5) Improved relationship between teachers and learners
- Increased cooperation and respect for diversity.

CONCLUSION

Differentiated learning strategy is a way for teachers to accommodate the individual needs of students according

to their interests, profiles, learning environments, and learning styles, which aims to find out the interests of students with their respective capacities. In differentiated learning, teachers are required to develop several interesting learning models/methods based on the learning style needs of each learner, as a result learners have more potential to increase motivation to improve learning outcomes for learners so that all learners have the opportunity to achieve academic success.

The results of research at MI Masyhadiyah Giri that differentiated learning provided by teachers can have a positive side effect in the learning process of students, one of which is that teachers can manage the class according to the needs of students' learning preferences, on the other hand differentiated learning can provide a negative side, namely teachers are required to always innovate in using interesting teaching materials that will prevent students from becoming bored in receiving subject matter.

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