



The Implementation of Differentiated Learning Model for Primary School Students

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ABSTRACT

Objective: This study aims to describe the implementation of differentiated learning in elementary schools within the framework of the independent curriculum (Kurikulum Merdeka). **Method:** The research employs a literature review method, analyzing and synthesizing findings from previous studies and theoretical perspectives related to differentiated learning practices in elementary education. **Result:** The literature review reveals several key findings: (1) Diagnostic assessments are essential to identify students' interests, learning profiles, styles, and readiness; (2) Humanistic learning theory supports the application of differentiated learning; (3) Differentiated learning enhances student learning outcomes and engagement; (4) In science-related subjects, it positively affects students' social skills, character development, conceptual understanding, motivation, and critical thinking; (5) It can be effectively integrated with problem-based learning models and the Pancasila Student Profile Strengthening Project (P5); (6) Successful implementation depends on teachers' understanding of differentiated instruction, creativity, available facilities, and students' internal factors; (7) The use of appropriate media and teaching materials enhances the effectiveness of differentiated learning. **Conclusion:** Differentiated learning is a viable and beneficial strategy for improving educational quality in elementary schools, particularly under the independent curriculum framework. Its success relies on proper planning, teacher preparedness, and contextual adaptation. **Contribution:** This study offers a comprehensive overview of how differentiated learning can be effectively implemented in elementary education. It serves as a guide for educators, curriculum developers, and policymakers to optimize teaching strategies that address the diverse needs of learners.

KEYWORDS

Implementation; Differentiated Learning Model; Primary School Students

ARTICLE HISTORY

Received: August 08, 2024

Revised: August 26, 2024

Accepted: September 09, 2024

Submitted: October 17, 2024

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1. INTRODUCTION

Each individual is unique in the way they learn and process information which relates to varied learning styles (Nasution, 2013). This means that the learning process carried out in the classroom requires adjustments to the needs of learners because each individual has a different learning style, level and speed of understanding so as to ensure that each learner can reach their maximum potential. In addition, the learning process needs to be adjusted to the needs of learners in facing the increasingly complex demands of the times. Where each individual is required

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How to Cite (APA 7th Edition):

Amaliyah, Y., & Setiono, P. (2024). The Implementation of Differentiated Learning Model for Primary School Students. *Jurnal Indonesia Pendidikan Profesi Guru*, 1(2), 73-80. <https://ojs.aeducia.org/index.php/jippg/article/view/245>



to be able to have broad abilities such as having creativity, critical thinking skills, communication skills and skills in collaboration (Bialik & Fadel, 2015). The independent curriculum is a curriculum concept that provides freedom and flexibility to school teachers to develop education according to the needs and potential of students. One of the approaches that can be used in the Merdeka Curriculum is differentiated learning. Differentiated learning is a very important way of thinking about teaching and learning in the 21st century (Ferlianti et al, 2022). Differentiated learning is a form of learning that takes into account students' needs, interests, and talents as an effort (Santika, 2023). Differentiated learning is a form of effort in a series of learning that takes into account the needs of students in terms of readiness, learning profiles of students and their interests and talents.

Differentiated learning seems to be a challenge for teachers as educators who are able to provide learning facilities to students with the behavior given is not generalized, because each student has different characteristics and needs in each individual. Teachers are expected to accommodate students' learning needs with independent learning strategies. Differentiated learning is divided into three including: (1) content differentiation, which is what learners learn, related to curriculum and learning; (2) process differentiation, which is how learners process ideas and information, which includes how learners choose their learning style; (3) product differentiation, which is learners showing what they have learned (Waisih et al., 2020). Differentiated learning theory is not new to education, but research and its application are still limited. In Indonesia, differentiated learning began to be implemented in the implementation of the independent curriculum in the last 4 years, especially in elementary schools.

Therefore, researchers are interested in conducting a literature review on the implementation of differentiated learning in elementary schools. The purpose of writing this literature review is to describe the implementation of differentiated learning in elementary schools in the context of an independent curriculum. The purpose of this research is to find out the implementation of Differentiated Learning in Elementary Schools. The focus of the discussion examines.

2. METHOD

2.1. Research Design

This research uses the Systematic Literature Review (SLR) method. SLR is a research design that systematically reviews the literature to collect information data, both primary and secondary, and reviews the results of qualitative and quantitative research (Utomo, et al., 2024). This research uses the literature review method. A literature review is an activity that focuses on a specific topic of interest to be critically analyzed against the contents of the text being studied (Wahyuni, 2022). Through literature study, researchers can add or include various sources of knowledge in accordance with the topic and focus of the research.

2.2. Data Source

This research was conducted in 2023. The data source of this research is a review of the implementation of differentiated learning in primary schools. Data search is based on google scholar, academia.ed, and Microsoft academic. The research data is categorized into two forms, namely, primary and secondary data.

2.3. Data Collection

The data collection process is carried out through library studies by means of researchers collecting various theoretical references and research results by studying from various sources such as books, magazines, articles, journals, and previous research.

2.4. Data Analysis

Data analysis was conducted using descriptive analytics with a focused discussion on the implementation of Differentiated Learning in Elementary Schools. The data that has been classified is then analyzed based on the theory that has been obtained.

2.5. Research Procedure

The research process was carried out in the following stages: (1) identifying research topics related to the implementation of differentiated learning in the independent curriculum in elementary schools in research articles in 2022-2024, (2) data selection, namely by selecting the suitability of articles with criteria with themes, (3) data analysis, namely by identifying selected data, and (3) data interpretation, namely writing the results of data analysis and presenting them in the form of scientific articles.

3. RESULT AND DISCUSSION

3.1 Result

This literature review uses literature with a period of 2022-2024 which can be accessed fulltext in pdf format using google scholar. The journals reviewed are journals related to differentiated learning in the implementation of the independent curriculum in elementary schools as shown in table 1 below..

Table 1. Literature Review Results

No.	Researcher	Years	Research Title	Research Results
1.	Fitriana, E., et al	2024	Analysis of the Implementation of Differentiated Learning with PBL Model on Watershed Materials in Elementary School	Differentiated learning with PBL model can improve the understanding of IPAS concepts and develop critical skills, problem solving, and cooperation.
2.	Azmi, C	2024	Application of Differentiated Learning on the Theme of Technological Development to Improve Learning Outcomes of Elementary School Students	The use of differentiated learning models can improve student learning. The use of differentiated learning can improve student learning outcomes at SDN 19 Kuamang in Class III.
3.	Fitriah, I., & Widiyono, A	2023	Differentiated Learning Difficulty Analysis on Plant Body Parts in Elementary School	Teachers find it difficult to categorize the abilities and learning styles of each learner, limited time allocation, facilities and media that must be prepared by teachers, as well as due to internal and external factors from students.
4.	Supriwidodo, P., & Astuti, A	2023	Improving Independence and Differentiated Learning Outcomes Based on PBL in Catholic Religious Education at SD Santo Fransiskus Sragen	The application of differentiated learning based on PBL with creativity and innovation can improve the independence and learning outcomes of third grade students at SD Santo Fransiskus Sragen.
5.	Rovita, R	2023	Differentiated learning through cooperative learning demonstration technique to increase the activeness of students in grade 1 SDN Songgokerto 02 Batu	Differentiated Learning through Cooperative Learning Demonstration technique can increase the activeness of students in Grade 1 SDN Songgokerto 02 Batu
7.	Lestari, S., et al.	2023	Effectiveness of Differentiated Learning in Improving Social Skills of Grade IV Students in IPAS Subjects	Differentiated Learning is Effective on Social Skills of Grade IV Students of IPAS Subject at SDN 19 Kelapa
8.	Khabibah, F. U., et al	2023	Efforts to Improve Mathematics Learning Outcomes Fraction Material Class IVA Through Learning Differentiated Learningi	The application of differentiated learning can improve the learning outcomes of students from the target achievement of the KKTP that has been set, in the subject of Mathematics material fractions
10.	Dewi, S. A., 2023	2023	Optimizing Differentiated Learning through the Use of E-Learning At SDN 05 Madiun Lor	Differentiated learning can be optimized through the use and utilization of e-learning media.
11	Setyawati, R	2023	Differentiated learning to improve understanding of human senses in class 4C students of SDN Ngaglik 01 Batu in the 2022/202 academic year.3	Differentiated learning can improve students' understanding of the human senses
12.	Arhinza, A., et al	2023	Analysis of P5-based Differentiated Learning in IPAS Subject for Grade IV Elementary School	P5-based differentiated learning in IPAS subjects in class IV SD Negeri 22 Palembang is categorized as good. by implementing an independent curriculum in IPAS subjects can improve students' academics and character.

No.	Researcher	Years	Research Title	Research Results
13.	Latifah, D. N	2023	Analysis of students' learning styles for differentiated learning in primary schools	The learning styles of students in class VB of SDN Purwoyoso 04 Semarang City are visual 52%, auditory 29%, and kinesthetic 19%.
14.	Dewi, S	2023	Analysis of Learners' Learning Style Profile in the Implementation of Differentiated Learning Class 5A SDN Karanganyar Gunung 02 Semarang	Learners predominantly learn with auditorial and visual styles.
15.	Isrotun, U	2022	Initial Needs Analysis for the Development of Differentiated Learning Teaching Materials Based on Local Wisdom of Pekalongan Regency for Grade IV Ipas Subject. Elementary	Teachers have not implemented differentiated learning based on local wisdom in Pekalongan Regency because teachers do not understand the concept of differentiated learning and the lack of supporting teaching materials..
14.	Prasetyo, R., & Suciptaningsih, O. A	2022	Application of Humanistic Theory to Differentiated Learning in Primary Schools	Differentiated learning is learning designed by teachers to facilitate students in building their knowledge in the process of changing behavior that accommodates the diversity of interests, motivations and student characteristics.

(Primary Data Source, Year 2024)

3. 2 Discussion

Differentiated learning in the implementation of the independent curriculum has been widely implemented in several elementary schools. Based on the results of the literature review, there are classroom action research, qualitative descriptive research, quantitative and research and development. Differentiated learning is carried out using various approaches, models and methods to improve the competence of students on certain materials. In addition, there are also studies that analyze the learning styles of students and theoretical studies related to the application of differentiated learning.

Research conducted by (Dewi, 2023) suggests that learners do not rely so much on kinesthetics in learning or capturing information, it appears that learners are more dominant in learning with auditorial and visual styles. Differentiated learning is intended to facilitate the needs of these diverse learners. Another research conducted by (Latifah, 2023) explained that the learning styles of students in class VB SDN Purwoyoso 04 Semarang City were visual 52%, auditory 29%, and kinesthetic 19%. This means that most students can easily learn and understand a discussion by reading or observing visual objects. Identification of learning styles can be used by teachers as an initial ability test to conduct learning planning in accordance with the competencies of students. Through the implementation of differentiated learning, learners will be facilitated in their learning process through varied learning activities and in accordance with their learning styles. This learning is done so that students can understand more deeply and achieve the learning objectives that have been determined. In relation to that, differentiated learning is learning designed by teachers to facilitate students in building their knowledge in the process of changing behavior that accommodates the diversity of characteristics, interests, and motivations of students. Humanistic learning theory is a theory that helps students to enjoy learning the subject matter. Humanistic learning theory can be used to implement differentiated learning in elementary schools. This theory emphasizes on guiding, developing and directing students' basic potential in terms of cognitive, affective and psychomotor aspects (Prasetyo & Oktaviani, 2022).

Results of Classroom Action Research conducted by (Azmi, 2024) revealed that differentiated learning on the theme of technological development can improve student learning outcomes. It was proven that there was an increase in the completeness of learning outcomes in the pre-cycle, cycle I, and cycle II by 23%, 53 & and 90%. The success of this research proves that differentiated learning has a good influence on the learning carried out. By using differential principles such as those related to students, coordinating various disciplines in the field of study can provide deep and interrelated insights, provide opportunities to choose topics, develop skills in reasoning, focus open-ended tasks, develop skills in research, integrate basic skills and thinking, encourage students to generate new ideas, and encourage students to develop new products. In line with that, the results of research conducted by (Ferlianti et al, 2023) revealed that the application of differentiated learning can improve the learning outcomes of

students from the target achievement of the KKTP that has been set, in the Mathematics subject of fraction material class IVA odd semester at SD Muhammadiyah Karangwaru Yogyakarta Academic Year 2022/2023. Classroom action research conducted by (Rovita, 2023) suggests that: (1) students are active in the application of methods in learning differentiated learning demonstration techniques in class 1 SDN Songgokerto 02 Batu; (2) Classroom Research (PTK) activities in the application of methods in learning differentiated demonstration techniques in class 1 SDN Songgokerto 02 Batu, divided into 4 stages, namely the formation stage, the transition stage, the planning, implementation, observation and reflection stages; (3) the application of methods can improve learning outcomes learning differentiated demonstration techniques.

Research conducted by (Supriwidodo, 2023) stated that the application of PBL-based differentiated learning can increase the independence and learning outcomes of third grade students at SD Santo Fransiskus Sragen which is quite maximum in learning Catholic Religious Education and Budi Pekerti with the support of facilities and infrastructure both from technology and student learning equipment. The increase in independence and learning outcomes is indicated by the results of teacher observations of students and learning outcomes in this Catholic Religious Education lesson experiencing an increase in student independence and learning outcomes from cycle I of 74.21% increasing to 87.8% in cycle II. Differentiated learning using a problem-based learning (PBL) model is an innovative learning model for students to increase learning motivation, independence and understanding of the material. This learning model can create active student involvement in solving and finding solutions to problems that occur in everyday life. Meanwhile, the results of other research conducted by (Setyawati, 2023) stated no different, that differentiated learning is effective in improving students' understanding of the material of the five human senses in class 4C SDN Ngaglik 01 Batu. It is evident from the results of differentiated learning cycle 1 based on the completeness of 30 students who completed only 5 students or only 16.67%, then in cycle 2 based on the completeness of 30 students there were 29 students or 96.67%. This means that there is a considerable increase in student understanding in the application of differentiated learning. In differentiated learning, what needs to be underlined is the needs of students. So teachers need to do an assessment first to map the competencies, interests and talents of students. Then the results of the assessment are used by teachers to apply differentiated learning patterns and processes for students. The assessment results can see the development of each student's learning achievements so that it can be used as a basis for guiding each learner in achieving maximum competence in the learning objectives set by the school and can be used as an intermediary to meet the competency gap between students. So to implement differentiated learning, teachers need to map the learning needs of their students.

In the IPAS subject, the results of research conducted by (Lestari et al, 2023) stated that the application of differentiated learning is effective on the social skills of fourth grade students of IPAS subjects at SDN 19 Kelapa. Therefore, students can learn in a good way with differentiated learning, especially in improving social skills in IPAS learning subjects. This is confirmed by (Arzhinta et al, 2023) in his research which reveals that P5-based differentiated learning in IPAS class IV SD Negeri 22 Palembang is categorized as good, by implementing an independent curriculum in IPAS subjects can improve students' academics and character as evidenced by the value of several indicators, namely the percentage results of the questionnaire value by 100% students, 37% indicators of global diversity, 33.3% indicators of mutual cooperation, 55.5% indicators of independence. 37% of critical reasoning indicators, and 40.7% of critical reasoning. Research conducted by (Fitriana et al, 2024) Explaining the analysis of differentiated learning with the PBL model in IPAS subjects in grade V confirms that the combination of the two approaches is very effective for improving understanding and learning motivation. The differentiated approach pays close attention to students' needs and learning styles, synergizing with PBL which emphasizes problem solving through real-world projects and creating. Thus this combination not only improves the understanding of IPAS concepts, but also develops critical thinking skills, problem solving, and cooperation. The application of this learning model can lead to high learning motivation for students, create active engagement, and stimulate interest in the learning process. In relation to that, Differentiated learning can be optimized by using e-learning media. The use of this media accommodates the diversity of characteristics, interests and needs of learners. Differentiated learning using e-learning media accommodates students who have diverse learning styles and can achieve all aspects of differentiated learning, namely content, process, product and learning environment with a platform presented through content features in accordance with learning and the diversity of student characteristics. So that differentiated learning at SDN 05 Madiun Lor can be carried out optimally, fun and in accordance with the needs of students and can achieve the expected learning objectives (Dewi et al, 2023).

In contrast to the results of research conducted by (Fitriah & Aan Widoyono, 2023) stated that there were difficulties in the application of differentiated learning on the material of plant body parts in class IV SDN 3 Menganti, the difficulty of differentiated learning was influenced by two factors, namely internal and external. Internal factors consist of attitude, motivation, physical health and sensing ability, namely students not maximizing the time allocation

tion when working on learning product projects. While external factors consist of teachers, school facilities and infrastructure. Teachers find it difficult to implement differentiated learning on plant body parts material. Teachers find it difficult when grouping students according to their characteristics. Teachers have difficulty in categorizing the learning style of each student, limited time, facilities and media that teachers must prepare. The application of methods, strategies, and media used during the learning process is still not optimal. Meanwhile, research conducted by (Isrotun, 2022) who revealed that differentiated learning has not been fully implemented because teachers do not really understand the concept of differentiated learning and the lack of supporting teaching materials. So far, teachers only provide learning materials in accordance with the teaching materials they have, namely textbooks provided by the government.

4. RESEARCH IMPLICATIONS

Differentiated learning is a challenge in the implementation of the independent curriculum because of teachers' understanding, school support and the readiness of students in implementing learning. Teachers are expected to be able to conduct cognitive diagnostic assessments as a means of recognizing the characteristics and abilities of their students. Thus, teachers can design differentiated learning that is tailored to the learning objectives and needs of students. In addition, teachers must be able to design learning with the right models, methods, techniques, media and teaching materials in differentiated learning. So that differentiated learning can be carried out well, learning objectives can be achieved thoroughly and children's learning needs can be met according to their criteria.

5. CONCLUSION

Based on the literature review that has been conducted on differentiated learning in elementary schools in implementing the independent curriculum, it can be concluded: (1) teachers need to conduct a diagnostic assessment first to find out the interests, profiles, learning styles and learning readiness of students before implementing differentiated learning; (2) humanistic learning theory can be used to implement differentiated learning in elementary schools; (3) the application of differentiated learning can improve learning outcomes and student activeness; (4) in IPAS subjects, differentiated learning is effective in social skills, character, concept understanding, motivation and critical thinking skills of students; (5) Differentiated learning can be integrated with the Problem Based Learning model and the Pancasila Student Profile Strengthening Project (P5); (6) Teachers' ability to understand the concept of differentiated learning, teacher creativity, facilities and infrastructure as well as internal factors from students affect the success of the implementation of differentiated learning; and (7) Differentiated learning can be optimized by using media and teaching materials that are appropriate to the material in certain subjects.

Acknowledgments

The author would like to thank the authors of the journal articles as the primary data source of this literature review research, hopefully this paper can be useful for readers in providing references in carrying out further research related to differentiated learning in the implementation of the independent curriculum, especially in elementary schools and advancing education in Indonesia.

Author Contribution Statement

All data presented in this article are the results of what researchers have obtained and done in the field, therefore researchers are fully responsible for this entire article.

Conflict Of Interest Statement

The researcher declares that the researcher has no potential conflict of interest in relation to the research, the research, and/or the publication of this article.

Ethical Approval Statement

The author has approved the article to be published in the Jurnal Indonesia Pendidikan Profesi Guru (JIPPG) by following the Publication Ethics and Journal Policies.

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First Publication Right:

Jurnal Indonesia Pendidikan Profesi Guru

Article info:

<https://ojs.aeducia.org/index.php/jippg/article/view/245>

Word Count: 4764

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