

Profile of Differentiated Learning Implementation for Improving the Quality of Learning at SDN Sambikerep II/480 Surabaya

¹Syarofah, ²Budiyanto, ³Hitta Alfi Muhimmah

^{1,2,3} Master of Basic Education Program-State University of Surabaya, Indonesia

Email: syadharma1321@gmail.com

Article Info	ABSTRACT
Keywords: Driving Schools, Different Learning, Quality of Learning.	To become Driving School, they must show examples in implementing education, especially differentiated learning. However, in reality they experienced problems because there was not enough preparation to implement differentiated learning. The aim of this research is to find out the process of preparation, implementation and evaluation of the implementation of differentiated learning at the Penggerak School at the elementary school level, especially in SDN Sambikerep II/480 Surabaya. In this research, descriptive qualitative methods were used. Data was collected through observation, interviews, questionnaires, field notes, and documentation regarding the preparation, implementation, and evaluation of the implementation of differentiated learning in driving schools. The research results show that teachers in driving schools are trained to prepare differentiated learning to meet student needs and achieve educational goals, including the needs of the educational environment, curriculum challenges, continuous assessment, and the ability to create innovative learning to meet student learning needs.
This is an open access article under the CC BY license	Corresponding Author: Syarofah E-mail: syadharma1321@gmail.com



INTRODUCTION

Improving and equitable distribution of education quality is the main challenge in education development in Indonesia. To overcome this challenge, since 2009 the Government has fulfilled its education budget obligation of 20% of the State Budget and continues to increase the education budget from Rp 332.4 T in 2013, to Rp 550 T in 2021 (Ministry of Finance. go.id, 2021). The increase in the budget has contributed positively to improving the level of education and teacher welfare, reducing class sizes (teacher-student ratio), and improving facilities and infrastructure in education units (Beatty et.al, 2021; Muttaqin, 2018).

However, various indicators of student learning outcomes have not shown encouraging results. As will be reviewed in more detail in Chapter II of this manuscript, various measurements of

student learning outcomes show that the quality of learning outcomes in Indonesia is still relatively low. However, there has been no significant improvement in the quality of learning in recent years. In this context, education in Indonesia is experiencing a learning crisis.

After running for almost one school year, the Ministry of Education and Culture has evaluated the implementation of the emergency curriculum. The results of the evaluation generally show that students who use the emergency curriculum get better assessment results than full users of the 2013 Curriculum, regardless of their socioeconomic background. The use of the emergency curriculum is also able to significantly reduce the indication of learning-loss during the pandemic for both literacy and numeracy achievement (see figure 1).

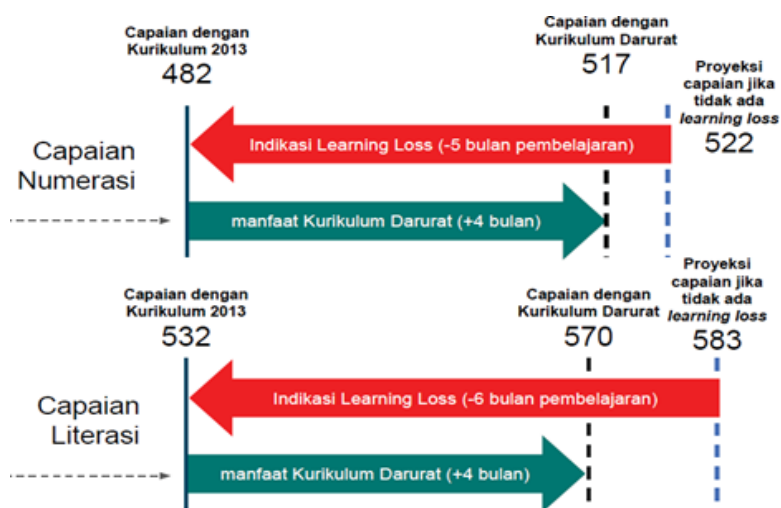


Figure 1. Comparison of literacy and numeracy achievements of students who use the emergency curriculum and the 2013 Curriculum Source: Ministry of Education and Culture, 2021

The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) remains committed to improving the quality of learning for all students. It is important to achieve this goal is the curriculum that since 2020, has been implemented and evaluated gradually since 2021. Then Permendikbudristek Number 12 of 2024 was issued establishing the Independent Curriculum as a national curriculum for early childhood education, primary education, and secondary education. For schools that have not yet implemented, they have 2 years (for non-3T areas) or 3 years (for 3T areas) to learn and prepare themselves.

The task of an educator is to guide children to be able to grow and develop according to the nature of the child in achieving happiness and security (Ki Hajar Dewantara). In other words, an

educator guides and guides children according to their potential, interests and talents as well as their abilities to achieve success and happiness (Masitoh & Cahyani, 2020).

One of the efforts to develop the concept of independent learning that is being proclaimed in the current National Education System, and in accordance with Ki Hajar Dewantara's thinking, is differentiated learning. Differentiated learning is a set of learning activities that pay attention to the learning needs of students, therefore the essence of differentiated learning is in line with the school of progressivism. The philosophy of progressivism strongly supports the student-centered educational process (student-centered) and aims to develop various aspects of individual abilities in facing the progress of an increasingly advanced and complex era (Fadlillah, 2017).

One of the approaches that has begun to be implemented in the Driving School program is differentiated learning. Differentiated learning is a method that pays attention to individual differences in students' abilities in terms of abilities, interests, learning styles, and backgrounds. This approach aims to provide equal learning opportunities for all learners in a way that suits their individual needs.

Some of the ways that teachers can engage students include: creating learning situations that attract students' attention (e.g. with humor, creating surprises, etc.), creating learning contexts that are associated with students' individual interests, communicating the value of the benefits of what students are learning, creating learning opportunities where students can solve problems (problem-based learning).

To help teachers consider the options that may be given to students, teachers can consider areas of interest and modes of expression that their students may use. (Tomlinson, 2019).

The learning process of progressivism that is student-centered, opposes the old learning system, including authoritarian teachers, textbook-based learning, passive learning by remembering, isolation of education from real life, and fear and punishment. Therefore, progressivism does not accommodate the absoluteness of life, rejecting absolutism and authoritarianism in all its forms. Creativity can only be achieved by students if they are given the space and opportunity to develop their independence and potential, which can be done in ways that give students the opportunity to learn individually/in groups; providing opportunities for students to learn through experience; motivating; involve students in every aspect of activities that are the basic needs of children; and make students aware that life is dynamic (Jalaluddin, 2012). One of the learning that accommodates students' creativity is differentiated learning.

Surabaya is one of the big cities in Indonesia. And especially in elementary schools that implement the Driving School program with a differentiated learning approach is very relevant. This is very interesting to be researched because these schools have a diversity of students from backgrounds,

learning readiness, interests and talents as well as learning styles so that if this is researched in one class with an inclusive learning method, it will form a humanive and adaptive character of students.

This study will explore how the implementation of differentiated learning at the elementary school level in the Driving School program in Surabaya, as well as its positive impact on learning quality.

METHOD

This type of research is descriptive research with a qualitative approach. The author uses a *purposive* technique to determine the informant with informant criteria that match the writer's needs. The data collection techniques used in this study are interviews, observations, and documentation with data validity using *data triangulation* and sources. The triangulation used by the author in this study is triangulation obtained through different times and tools in qualitative research. In the sense that this research is a qualitative approach in which the researcher explores real life through in-depth data collection. The subject of this study, the Jaranan Dance, is contained in it, namely the artistic content of performances and art actors.

RESULTS AND DISCUSSION

This research was conducted at SDN Sambikerep II/480 Surabaya which is a school that passed the selection in the Driving School program. This school has students with different characteristics, but this school is committed to improving the quality of learning through the application of differentiated learning models to improve the quality of learning in schools.

SDN Sambikerep II/480 Surabaya is a public school that has a total of around 549 students. The school is located in an urban area with a high level of social and cultural diversity. Most of the students come from families with quite varied economic backgrounds.

Differentiated learning is implemented in this school with the aim of adjusting learning materials, methods, and evaluations to the needs, interests, and abilities of each student. Based on the results of observations and interviews with school principals, teachers, and students, several things were found related to the implementation of differentiated learning in each school.

At SDN Sambikerep II/480, differentiated learning is applied mainly to all subjects both in the lower and upper grades. Teachers identify differences in students' abilities through initial assessments and then group students based on their level of understanding.

Teachers use a variety of learning strategies such as small groups, project-based learning, and the use of varied learning media (e.g., educational videos, teaching aids, and digital applications).

In a class that has students with very diverse abilities, differentiated learning is carried out by giving assignments that are in accordance with the level of students' abilities. The ability of these students has been mapped by teachers in the form of an initial diagnostic assessment. For example, students who complete tasks faster are given more difficult challenges, while students who need more support are given more intensive guidance. The implementation of differentiated learning focuses more on a personalization approach, where teachers try to understand the character and interests of students to design a more relevant learning experience.

One of the practices that is favored is the use of learning modules that can be adjusted to the level of students' abilities. In addition, teachers also often conduct learning reflections to evaluate whether the approach taken is appropriate for all students.

There is also the use of technology in learning, such as learning-based applications that allow students to learn according to their speed and learning style.

Based on the results of interviews with teachers and principals, as well as observations in the field, differentiated learning is proven to have a positive effect on the quality of learning in both schools. Some indicators of improving the quality of learning that can be found include:

1. Increase student activities.

Students showed increased engagement in learning. In differentiated learning, students are given the opportunity to choose the learning method that best suits their style and interests. This makes them more enthusiastic and active in attending lessons.

2. Deeper student understanding

Differentiated learning allows learners with different abilities to learn at their own pace. Students who are faster can delve into the material further, while students who take longer can repeat the material until they understand it well.

3. Improvement of social skills.

In some group activities, students are given the opportunity to work together, share ideas, and help each other. This contributes to the improvement of students' social skills, which is also one of the important aspects in the quality of learning.

Although differentiated learning has a positive impact, there are several challenges faced by both schools in its implementation.

1. Limited resources.

One of the main challenges faced is the limitation of resources, especially in terms of technology and learning materials that can be adapted to the needs of students. At SDN Sambikerep II/480, for example, the lack of technology devices and various teaching materials is an obstacle in implementing more interactive learning.

2. Challenges in classroom management.

Differentiated learning requires more complex classroom management, especially for teachers who handle classes with a large number of students and diverse abilities. Some teachers find it difficult to give individual attention to each student, especially when students need special guidance.

3. Differences in understanding between teachers

At SDN Sambikerep II/480 Surabaya, although there are efforts to provide training for teachers related to differentiated learning, there are still differences in understanding and application between teachers. Some teachers still find it difficult to adjust learning materials to the needs of students.

CONCLUSION

Based on the results of the research that has been carried out, the implementation of differentiated learning at SDN Sambikerep II/480 Surabaya has a positive impact on improving the quality of learning. Differentiated learning that is tailored to students' needs, interests, and abilities is able to increase their involvement in the learning process, understanding of the material, and social and emotional skills through heterogeneous group work. This strategy is carried out through various approaches, such as the use of small groups, project-based learning, and the use of technology, which allows students to learn according to their individual styles and needs. Students with faster abilities get more difficult challenges, while those who need guidance get more intensive attention, so their confidence increases.

However, the implementation of differentiated learning is not spared from challenges, such as limited technological facilities, appropriate teaching materials, and heterogeneous classroom management. In addition, differences in understanding between teachers regarding this concept are also an obstacle. The success of the implementation of differentiated learning is highly dependent on the ability of teachers to design and implement learning that accommodates the diverse needs of students. The use of technology, although not yet optimal, shows great potential in supporting differentiated learning, such as learning applications that allow students to learn at their own pace.

To improve the implementation of differentiated learning, several suggestions were given. Schools are expected to improve facilities such as teaching aids, technology, and relevant learning modules, as well as provide adequate digital devices. Continuous training for teachers is also important, especially in designing inclusive learning and using technology optimally. In addition, more intensive collaboration between teachers and parents through regular communication or digital platforms can help better recognize children's learning needs.

Teachers are also expected to manage classes more effectively, take advantage of heterogeneous group-based learning, and manage time and assignments flexibly. The use of technology in learning needs to be optimized through learning applications, online platforms, and visual aids. Learning evaluations also need to be more diverse, involving project-based, portfolio-based, or direct observation assessments to accurately determine student achievement and development. These suggestions are expected to strengthen the implementation of differentiated learning and have a greater positive impact on the learning process.

REFERENCE

- Aminatul Zahroh, Building Learning Quality through the Dimension of Teacher Professionalism (Bandung: YRama Widya, 2018)
- Bloom, B. S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. New York: Longmans, Green.
- Budiyanto, (2020). *Differentiated instructions in teaching English for students with autism spectrum disorder*. *JET (Journal of English Teaching) Adi Buana*. Volume 5 Issue 1 Pages 41-53.
- Faiz A, Pratama A, Kurniawaty I. "Differentiated Learning in the Driving Teacher Program in Module 2.1". *BASICEDU JOURNAL* Volume 6 Number 2 of 2022 Pages 2846 – 2853.
- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
- Gagne, R. M. (1985). *The Conditions of Learning and Theory of Instruction*. New York: Holt, Rinehart and Winston.
- Ministry of Education and Culture of the Republic of Indonesia. (2020). *Driving School Program Guide*. Jakarta: Ministry of Education and Culture.
- Marzano, R. J., & Pickering, D. J. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.
- Muhimmah AH, Budiyanto, Mudjito, Supriyanto, *Inspiring Leadership: Values in Building the Excellent Inclusive Higher Education*, *European Journal of Educational Research* Volume 11, Issue 3, 1475- 1485.

- Renzulli, J. S. (1977). "The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented". *Gifted Child Quarterly*, 21(2), 227-233.
- Smith, J., & Evans, M. (2012). "Differentiated Instruction: A Case Study in Elementary Classrooms". *Journal of Educational Research*, 105(3), 123-134.
- Slavin, R. E. (2018). *Educational Psychology: Theory and Practice*. New York: Pearson.
- Tomlinson, C. A. (2019). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C. A., Brimijoin, K., & Narvaez, L. (2019). *The Differentiated School: Making Revolutionary Changes in Teaching and Learning*. Alexandria, VA: ASCD.
- Tomlinson, C. A., & Imbeau, M. B. (2019). *Leading and Managing a Differentiated Classroom*. Alexandria, VA: ASCD.
- Yusuf, A. (2018). "The Effectiveness of the Driving School Program in Improving the Quality of Learning in Elementary Schools in Indonesia". *Journal of Education and Culture*, 23(2), 145-160.