



THE CONCEPT OF DIFFERENTIATED LEARNING: ELEMENTARY SCHOOL LEARNING DIVERSITY SOLUTION

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ABSTRACT

This paper describes the concept of differentiated learning as a learning diversity solution in the classroom. Differentiated learning was launched simultaneously with independent learning (Merdeka Belajar), which has started to be implemented in elementary schools. The main feature of differentiated learning is to interpret every diversity possessed by students to be facilitated properly in learning activities. Differentiated learning refers to modifying the process of education and learning in the classroom to fulfill the learning needs of each student. Based on the implementation, the teacher must be able to consider that each student in the class has diverse and unique learning needs. Differentiated learning consists of the differentiation of content, processes, and learning products. Therefore, students must have broad opportunities to be able to demonstrate what they have learned in the learning process, which is carried out according to their learning needs. The research method used is literature review research. Data collection techniques are carried out by searching data through various sources, either papers, books, articles, or journals. The research results indicate that differentiated learning is considered to be able to facilitate the students' diversity through a set of learning activities, which is based on the content, context, and product.

Keywords: *differentiated learning, learning diversity, elementary school*

KONSEP PEMBELAJARAN DIFERENSIASI: SOLUSI KERAGAMAN PEMBELAJARAN SEKOLAH DASAR

ABSTRAK

Tulisan ini mendeskripsikan konsep pembelajaran diferensiasi sebagai solusi keberagaman pembelajaran di kelas. Pembelajaran diferensiasi diluncurkan bersamaan dengan merdeka belajar yang sudah mulai dilaksanakan di sekolah dasar. Ciri utama dari pembelajaran diferensiasi adalah memaknai setiap keberagaman yang dimiliki oleh peserta didik untuk dapat difasilitasi dengan baik dalam kegiatan belajar. Pembelajaran diferensiasi merujuk pada memodifikasi proses pendidikan dan pembelajaran di kelas untuk bisa mengakomodasi pemenuhan kebutuhan belajar setiap peserta didik. Dalam pelaksanaannya, guru harus bisa mempertimbangkan bahwasanya setiap peserta didik di kelas memiliki kebutuhan belajar yang beragam dan unik. Pembelajaran diferensiasi terdiri dari diferensiasi konten atau isi, proses, dan produk pembelajaran. Oleh karena itu, peserta didik harus memiliki kesempatan yang luas untuk bisa mendemonstrasikan apa yang telah mereka pelajari dalam proses pembelajaran yang dilakukan sesuai dengan kebutuhan belajar mereka. Metode penelitian yang digunakan adalah penelitian kepustakaan. Teknik pengumpulan data yang dilakukan dengan melakukan pencarian data melalui berbagai sumber baik makalah, buku, artikel dan jurnal. Hasil penelitian menunjukkan bahwa pembelajaran diferensiasi dinilai dapat memfasilitasi keberagaman peserta didik melalui serangkaian aktifitas pembelajaran yang berbasis konten, konteks, dan produk.

Kata Kunci: *pembelajaran diferensiasi, keragaman pembelajaran, sekolah dasar*

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INTRODUCTION

The renewal of the independent curriculum is an emphasis on a flexible and flexible curriculum that is able to develop character and competence without losing focus on the material. The independent curriculum supports project-based learning that can develop soft skills (Wati, 2022: 260) and the character of students according to the Profil Pelajar Pancasila

as well as in-depth material that is able to facilitate students' literacy and numeracy abilities. For teachers, the implementation of learning in the Kurikulum Merdeka can be implemented with differentiated learning according to the abilities of students, the context and local content of the educational unit.

This is one of the characteristics of the Kurikulum Merdeka, namely the existence of learning differentiation. But actually the term differentiation is not foreign to education in Indonesia. Ki Hajar Dewantara also has the same view of differentiation learning, which explains that education must respect the different characteristics of students. Therefore there is no need to standardize on things that are not good. If it is connected with the concept of independent learning, then freedom can be interpreted as the ability to maximally regulate thinking abilities, creativity and talents (Nurhalita, 2021).

According to Undang-Undang Nomor 2 Tahun 2003 tentang Sistem Pendidikan Nasional pasal 36 ayat 2 which reads the curriculum at all levels and types of education is developed with the principle of diversification of educational units, regional potential and students. Based on this law, it can be interpreted that curriculum development in schools provides a very broad opportunity for each educational unit to develop operations according to their respective needs and characteristics.

However, the reality in schools is that educational units have not maximized curriculum development in accordance with their respective characteristics. Hizbullah (2020) explains that teachers are still compiling a curriculum based on the results of the Class Teacher KKG so they have not been able to adopt the vision and mission of each school. The results of research conducted by Ain (2013) stated that teachers did not fully understand the concept of thematic learning so that they ruled out students' psychomotor and affective abilities. The surprising thing is that the cognitive abilities taught by students are only in the C1 to C3 domains. In order to overcome these problems, differentiation learning is believed to be one of the ways used by teachers to overcome the problems of students with various abilities.

As the world continues to change, teachers must be able to adapt well to their learning environment considering the diverse backgrounds, learning styles and abilities of students. This provides a challenge for teachers to be able to facilitate and meet the needs of students in an effort to complete their learning

assignments. So the solution to this problem is the application of differentiation learning, where the teacher will be aware of the diversity of students and choose the type of activity to be carried out. In addition, according to Herwina (2021: 181) 21st century creativity will continue to develop, so differential learning is an approach that is highly recommended to be applied in learning so as to facilitate the achievement of learning objectives

Differentiation learning is important because it is directly related to students (Barjami, 2013). According to Tomlinson (2010: 156) when students are given a task that is too difficult, the brain will order the limbic not to work, while students who are given an easy task will not show activity in the brain. Based on this, the teacher must provide tasks that are quite challenging so that the brain is able to encourage students to work and solve the problems they face. In differentiation learning the teacher must be able to understand the uniqueness of students so that they can be adapted to teaching materials that are in accordance with the level of understanding of students. This is in accordance with the opinion of Hadi (2022: 60) that the most important principle of differentiation learning is the communication made by the teacher to students regarding learning preparation in order to connect the curriculum, the learning process with assessment.

Based on this explanation, this study aims to explain the concept of differentiation learning as a form of renewal in the field of education. So that when educators master the concept of differentiation learning, it is hoped that they can apply it according to the readiness and interests of these students.

REASERCH METHOD

This study uses library research methods. This research is a Systematic Review using the Preferred Reporting Items for Systematic Reviews and Meta-analyses method or commonly called PRISMA, this method is carried out systematically by following the correct research steps or protocols (Handayani 2017). In this study, data was obtained through the Google Scholar website based on the learning theme of

differentiation. The journals obtained at this stage are as many as articles. The topic studied is the concept of differentiation learning, based on this topic, literature is processed through a screening stage based on the criteria of journals published in the last 10 years.

Quality assessment in this study is by exclusion and inclusion of research that will be included in a systematic review based on quality. These criteria can cancel journals that have been obtained for further analysis. Assessment is carried out in journals with published times according to the stipulated, the topic of the problem is differentiation learning and school level, elementary, middle and high school. Journals that have been screened are journals published in the last 3 years with the keyword differentiation learning concept, then journals that

can be fully accessed by a number of journals, then excluded and included with the topic of differentiation learning to obtain 13 journals.

In this systematic review, data extraction is carried out by looking at all 13 published articles that have been selected and then writing down the important findings from these articles so that the results of this extraction can then proceed to the next stage, namely data synthesis. Synthesis is done by meta-analysis (forest plot) or narrative techniques (meta-synthesis). Narrative is the method used in synthesizing this research, this method classifies the extracted data. In this stage important data is grouped and then studied in depth with data, facts and information obtained from the research article so that conclusions are drawn.

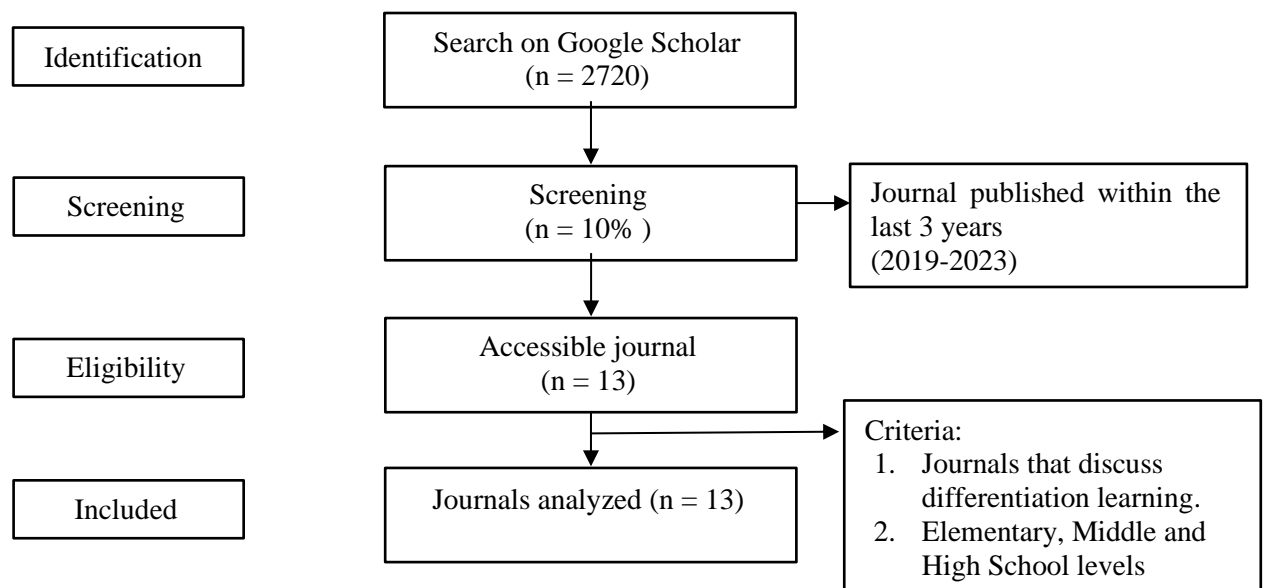


Figure 1. PRISMA diagram: Systematic review

RESULTS AND DISCUSSION

Table 1. Analysis Of The Article On The Application Of Differentiation Learning In Schools

No	Researcher and Year	Research Title	Method	Level	Variable	Result
1	Rita Prima Bendriyanti (2021)	Differentiated learning management in improving the quality of learning	Experiment	Junior High School	Learning quality	Differentiation learning in Indonesian can increase enthusiasm for learning and bring out creativity
2	Dwi Yani, Susruiyati Muhanal, Aynin Mashfufah (2023)	Implementation of a diagnostic assessment to determine the profile of students' learning styles in differentiation learning in elementary schools	Qualitative	Elementary School	Diagnostic assessment	Diagnostic assessment to determine student learning style profiles has a good effect on differentiated learning in thematic learning in elementary schools through process differentiation, content differentiation and product differentiation
3	Fitria Martanti, Joko Widodo, Rusdarti, Agustinus Sugeng Priyanto (2022)	Strengthening Pancasila Student Profiles Through Differentiation Learning in Social Studies Subjects in Mobilization Schools	Qualitative	Junior High School	Pancasila Student Profile	Teachers still have difficulty in making Teaching Modules that are appropriate to differentiated learning and managing classes
4	Demir, S (2021a)	Effects of learning style based differentiated activities on gifted students' creativity	Experiment	Elementary School	Creativity	Positive effect on disclosure and development creative thinking skills in children talented.
5	Angga, dkk (2022)	Comparison of the Implementation of the 2013 Curriculum and the Independent Curriculum in Elementary Schools	Case study	Elementary School	2013 Curriculum and Merdeka Curriculum	The 2013 curriculum has a good concept of education. However, the implementation in the field did not run as it should. Meanwhile, the implementation of the Merdeka

						Curriculum in the Mobilization Schools carried out in the first year was quite good.
6	Winny Liliawati, dkk (2022)	Differentiation Learning Approach in the Inquiry Model on Students' Numeral Ability	Mixed Method	Junior High School	Numeral Ability	There is an influence of the differentiation approach in the inquiry model on the numeracy ability of 0.5 in the "moderate" category with an increase of 26%.
7	Ilham Farid, dkk (2022)	Differentiation Learning Strategies in Meeting the Learning Needs of Students in Elementary Schools	Literature review	Elementary School	Learning Needs	The process of differentiation learning strategies can also provide broad space for students to demonstrate the material they have learned
8	Ni Nyoman Kurnia Wati, dkk (2022)	Analysis of the CBSA Approach and Differentiated Learning in Indonesian Language Learning	Qualitative	Elementary School	CBSA Approach and Differentiated Learning	Differentiation learning in learning Indonesian makes a positive contribution to learning outcomes
9	Saprudin, M., & Nurwahidin, N. (2021).	Implementation of the Differentiation Method in Reflection on Islamic Religious Education Learning.	Case study	Elementary School	Learning Reflection	Students are more enthusiastic and enthusiastic in working on reflection Islamic education
10	Wiwin Herwina (2021).	Optimizing Student Needs and Learning Outcomes with Differentiated Learning	Literature review	Senior High School	Student needs and learning outcomes	Through differentiated learning activities, all student learning needs are accommodated according to their interests or learning profiles
11	Jatmiko dan Putra (2022)	Self-Reflection of Indonesian Language Teachers in	Qualitative	Senior High School	Refleksi Diri	The application of differentiation learning in driving schools experiences

		Differentiated Learning in Mobilizing Schools				quite a lot of problems, namely a diagnostic assessment that does not meet the provisions/steps of an assessment action, teachers are still confused about integrating learning readiness, learning styles, and learning readiness
12	Luthfiana A (2022)	Analysis of Students' Critical Thinking Self-Assessment in Problem-Based Differentiation Learning Impulse Momentum Material	Qualitative	Senior High School	Berpikir Kritis, Berbasis Problem Based	Profile of students' critical thinking from the results of self-assessment of critical thinking in the proficient category
13	I Made Surat (2019)	Application of LKS-Assisted Progressive Differentiation Learning Methods to Increase Activity And Mathematics Learning Achievement Class X MIPA 3 SMASMA Taman Rama Denpasar Academic Year 2019/2020	Classroom action research	Senior High School	Aktivitas dan Prestasi Belajar	Penerapan pembelajaran diferensiasi progresif berbantuan LKS dalam pembelajaran matematika dapat meningkatkan aktivitas belajar dan hasil belajar peserta didik dengan rata-rata kelas meningkat sebesar 1,54 daya serap peserta didik meningkat sebesar 15,4% dan ketuntasan belajar secara klasikal meningkat sebesar 65,7% dari hasil belajar refleksi awal.

a. Differentiation Learning

In a classroom learning environment, designing learning activities is the main thing. Differentiation learning takes into account the abilities of students and differentiates them for different needs. This means that differentiation learning is not to make individual learning for each student, but to help support diversity in

learning. For example, a class has 20 students with different interests, readiness and inclinations. In differentiation learning it does not mean that teachers have to present 20 different ways, make more questions for students who have the ability to solve problems quickly, but teachers must have the ability to use good learning methods, models,

strategies and approaches so that students can be motivated .

According to Aprima (2022: 97) there is a decrease in the ability of students which is marked by the achievement of classical learning below 65%, many tasks are not done, and low motivation is indicated by students being absent or playing truant in learning. What can be done is to apply student-centered learning such as differentiation learning, because differentiation learning focuses on the needs of students in terms of their readiness, interests and talents.

The lesson plan directs the content being taught, the teaching process and the products produced. Bajrami (2013) explains that in order to help students understand their learning, students can be divided based on their level of proficiency. This is also in accordance with Hattie (2012) which explains that differentiation is related to different learning handling ranging from novice students, able to proficient. Therefore, the attitude that must be given by the teacher in addressing the needs of students is: Percaya pada kemampuan peserta didik agar dapat menyelesaikan tugas melalui upaya maksimal dan memberikan dukungan.

1. Be open, respect students, have a desire to know and teach better, have an awareness that each student has uniqueness, strengths and weaknesses, take the time to communicate and listen to problems experienced by students, have the message that the class belongs to the students students so that learning activities are not dominated by the teacher.
2. Provide opportunities for students to do meaningful learning, collaborate and contribute to learning.
3. Provide motivation so that students continue to grow and process learning, support students

in finding out and directing their learning. Reflection by observing and listening to students' input/suggestions so that the teacher is able to see the world from the students' point of view. Reflection is expected to inspire students to assess their learning activities and plan efforts to improve them.

According to Tomlinson (2006: 20) there are several things that teachers can do in differentiation learning including using various ways to understand students more closely, conducting individual and group learning on a regular basis, using various assessments to monitor student understanding.

According to Andini (2016) differentiation learning does not emphasize individual learning, which means that basically students have different abilities and must be given learning opportunities according to their respective levels. Through differentiation learning the teacher masters the class more quickly and overcomes problems that will occur when compared to teachers who only use the teacher centered approach because they use a variety of activities for students. The division of groups in differentiation learning is not homogeneous but flexible, which means that students who have good abilities will work together and collaborate with other friends. This means that students who can master one material do not necessarily have good mastery of a different material.

b. Differentiation Learning Steps

The application of differentiation learning can be done by differentiating content, process, product, and learning environment. In order to maximize the diversity of students in learning differentiation learning steps, are:

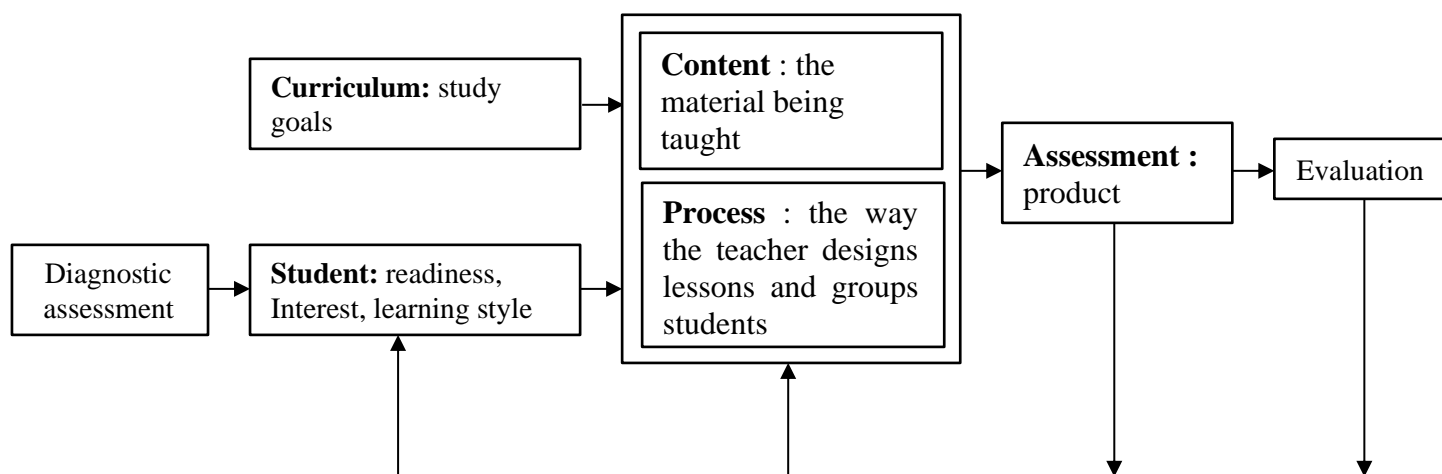


Figure 2. Differentiation Learning Steps

The purpose of carrying out the assessment is to find out the abilities of each student so that the teacher is able to plan lessons based on readiness, interest and initial knowledge obtained by students. There are three categories of learning abilities according to Karten (2005), namely students who do not need the help of others and can carry out tasks independently, students who need help when doing assignments and students who have difficulty participating in learning due to a lack of understanding of concepts which can cause frustration. According to Barlian (2022: 2113) diagnostic tests are divided into 2, namely cognitive tests to find out knowledge and non-cognitive tests to find out background and whether or not students are happy after receiving learning. If in a diagnostic test the result is that students have not mastered the material to be taught, then the teacher can switch to other material (Angga, 2022: 5884). According to Yani (2023: 241) a diagnostic assessment determines the profile of student learning styles that have a good effect on differentiated learning in thematic learning in elementary schools through process differentiation, content differentiation and product differentiation which are in accordance with the principles of differentiation learning.

The next stage is curriculum analysis in learning to assist teachers in their efforts to design lesson plans. At this stage the teacher must be able to analyze the competencies students want to

achieve, from these competencies the teacher must derive learning objectives, design assessments to be used to determine strategies, models, to be used.

According to Sousa and Tomlinson (2011) there are three learning outcomes of differentiation, namely content, process and product.

- a. Differentiation of content, related to the material that will be studied by students in learning, for example the selection of themes that are adjusted to their interests, the depth of coverage of the material to be studied, the level of difficulty of the material, so that the material presented by the teacher is truly appropriate and is in the circle around students . What can be done in product differentiation is using media for learning resources, preparing reading materials for students with various topics. For example, before giving material about reading, the teacher must know the reading ability of his students, so that the teacher is able to provide material according to the ability level without burdening students in learning. If the teacher has a good understanding of student learning readiness, then the teacher can relate students' positive thoughts about the new material to be taught and the teacher's potential in the learning process for the better. Furthermore, if the teacher knows the readiness of students in a concept, the teacher can introduce and

implement the concept according to the needs of students, and create assignments (Herwina, 2021: 179).

- b. Process differentiation relates to the way students obtain material and its application. The thing that must be emphasized for teachers is a variety of learning strategies to facilitate the needs and adapt students in the scope of individuals and groups. In order to maximize process differentiation the teacher must apply assessments that assess the learning process so that follow-up plans and learning improvements are obtained in order to maximize the achievements of students. What can be done in process differentiation is to design learning that can focus on the interests of students specifically, use simulations related to the material, provide opportunities for students to play roles to overcome interesting problems or issues that are being faced. According to Yani (2023: 245) students will try to show their best when given assignments that are in accordance with their previous knowledge and abilities, and the assignments given must provide opportunities for students to work in a preferred way so as to arouse interest in learning.
- c. Product differentiation, related to the results of process differentiation that has been applied before. Product differentiation is carried out in an effort to obtain a summative assessment. What can be done in product differentiation is to use various tools, media or materials that can accommodate the knowledge, understanding and skills of students. Products produced by students can be presented in an article, song, poem, infographic, poster, video performance, animation video or other forms according to the skills and interests of each group

According to Tomlinson (1999) there are three principles of applying differentiation learning, namely respectful task, flexible grouping, and on-going assessment and adjustment of any work assigned. Based on research conducted by Mohamad Yunus (2009: 9) shows that a differentiated learning model can be used to maximize the potential development of

students in one class and can differentiate student learning abilities. When the teacher responds to student learning needs, it means the teacher differentiates learning by adding, expanding, adjusting time to obtain maximum learning results (Lestarinigrum, 2022: 181).

c. The Challenge of Differentiation Learning

In the scope of elementary school learning, even though they are at the same grade level, students do not necessarily have the same background, interests, hobbies and abilities. Each student is unique and different. These diverse classroom conditions require teachers to be able to differentiate learning so as to be able to facilitate these differences. According to Gultom (2022) there are obstacles that teachers will encounter when using differentiation learning for gifted students including that it is difficult to prepare, modify and provide good material for children who have good abilities, difficulties to use various different learning methods and strategies in At the same time, it is difficult to design and develop a learning product that can facilitate students to show their creativity. This is in accordance with the opinion of Tomlinson (2000) who explains that differentiated learning requires various variations of learning that prioritize similarities and focus on practice in the classroom. In contrast to this opinion (Angga, 2022: 5885) explains that the existence of the Covid-19 pandemic has an impact on learning that is not optimal so that it can become an obstacle to differentiation learning, facilities such as books and facilities for online learning which are not yet accessible to all students. Meanwhile, Indarta (2022) explains that what is a challenge in differentiation learning is the ability to improve students' soft skills as preparation for the coming era. A different matter was stated by Puspitasari (2020) who explained that the differentiation learning model obtained positive results and was able to show students' interest in the application of their learning.

Based on research conducted by Wati (2022) showing that differentiation learning shows good results at the elementary school level, it is proven that in content differentiation learning, 36% of students are declared proficient, 56% are stated to have developed, and 8% are stated to

have not developed. In process differentiation 56% of students were declared independent and only needed guiding questions to help complete the task. 44% of students still need the teacher's help to complete the task. Meanwhile, in product differentiation, 72% of students were declared proficient and 28% were stated to have developed well. From the results of this study, it can be interpreted that differentiation learning has an impact on abilities that must be learned or understood by students (content), acquisition of information or knowledge (process) and real results obtained from the learning process (product). In contrast to the above opinion, the implementation of differentiation learning at the elementary school level cannot be carried out optimally, because the independent curriculum is considered too complicated, it is still constrained in the preparation of planning, implementation and assessment (Maladerita: 2021). The same thing was conveyed by Martanti, et al (2022: 412) that differentiated learning in social studies subjects is still not optimally implemented, this is because teachers still have difficulties in implementing differentiated learning, difficulties in making teaching modules that are appropriate to differentiated learning and managing appropriate class with differentiated learning. This

can happen due to the lack of teacher readiness in planning differentiated learning and the teacher's ability that is not optimal in carrying out diagnostic assessments and in understanding the dimensions of the Pancasila student profile which will be developed in learning.

Many teachers are not used to imagining how to implement a differentiation learning approach. Because they are used to and have long carried out a one-way learning process and are centered only on the teacher. Based on research conducted by Jatmiko (2022: 232) the implementation of differentiation learning experiences quite a lot of obstacles, including diagnostic assessments that do not meet the requirements/go through the stages of an assessment action, teachers are still confused in integrating learning readiness, learning styles, and learning readiness. According to Nobles, T. (2004) the effect of implementing differentiation learning is caused by the ability of the learning approach to relate differences in cognitive abilities to students. The following is a comparison of traditional classes and differentiation classes in implementing learning activities.

Table 2. Comparison of traditional classes and differentiation classes

Traditional Classes	Differentiation Classes
1. Student differences are considered a problem.	The differences that students have are the basis for planning.
2. Assessment is carried out at the end of learning, in order to see what students have mastered.	Assessment is carried out during the learning process in order to design more responsive learning.
3. Prioritizing intellectual intelligence.	Recognize the existence of multiple intelligences.
4. There is only one definition of excellence.	Excellence is measured by individual growth and development.
5. Student interest is rarely noticed.	Students are guided to make study choices based on interests.
6. Student learning profiles are rarely considered.	There are many choices of study profiles.
7. Learning dominates the whole class.	Use multiple learning settings.
8. Materials and curriculum cover all learning.	Learning is based on student readiness, interest and learning profile.
9. Mastery of material and skills is the focus of learning.	The use of essential skills to understand key concepts and principles is the focus of learning.
10. Single task selection.	Use task variations.
11. Inflexible time usage.	Using time according to learning needs.
12. The teacher solves learning problems.	Cooperate between students and teachers in solving problems.
13. The teacher directs student behavior.	The teacher guides students to be more confident.

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|--|---|
| 14. The teacher determines the same success criteria for all students. | Students work together with teachers to achieve common goals. |
| 15. The assessment is carried out singly. | Assessment is done in various ways. |

Differentiated learning does not mean that teachers have to group smart students with smart ones or vice versa. Nor is it a different task for each child. Differentiated learning is also not a chaotic (chaotic) learning process, in which the teacher then has to make several lesson plans at once, where the teacher has to run here and there to help A, B or C at the same time to solve all problems. Because not all students have the same ability to receive lessons from their teacher. Likewise, students find it difficult to accept explanations from the teacher, because the teacher is not appropriate to use methods or strategies in conveying learning in class. Simply put, differentiated learning is a series of common sense decisions made by teachers who are oriented to student needs (Kusuma, & Luthfah, 2020: 11). This decision relates to the following matters, namely: how to create a student learning environment, define learning objectives, continuous assessment processes so as to create effective classes (Fitra, 2022: 253).

According to Saprudin (2021: 5775) differentiation learning has a positive effect in increasing students' enthusiasm for learning Islamic Religious Education. In practice the teacher must give freedom to students to work on reflections with different media, so as to foster enthusiasm in students. Moreover, in differentiation learning students are also given the freedom to reflect individually, in pairs or in groups according to their individual choices.

Not only that, differentiation learning also has a moderate impact on students' numeracy skills (Liliawati, 2022: 398). This is because differentiation learning accommodates students in class and is able to hone students' thinking skills. In addition, the learning provided gives students the freedom to seek and build information based on student learning styles. So that in practice the teacher is only a facilitator in the class, but students still get assistance and are given clear instructions from the teacher. This opinion is also in accordance with Wahyuningsari (2022: 530)

which states that teachers can serve students who are taught according to their individual circumstances by carrying out this learning process.

Differentiation learning is able to help students in elementary schools for the success of their learning process, because the output of learning outcomes is in accordance with the learning needs of students Farid (2022: 11181). Based on the above opinion, it is recommended that teachers who want to support and develop their students' creative thinking skills, must first identify the potential, interests, and learning styles of their students; then provide them with a learning environment in which students can show their creativity, defend their ideas freely, and come up with unique solutions to the problems they face; and finally apply approaches, methods, or techniques that promote creative thinking and whose effectiveness is scientifically proven in the literature.

CONCLUSIONS AND RECOMMENDATION

Differentiation learning is a learning activity that emphasizes the steps of finding out and responding to learning based on differences. Steps that can be taken in differentiation learning are understanding the concept that differentiation is an approach that emphasizes teaching theory that must be based on an instructional approach capable of creating maximum classroom conditions so that students are able to master content, process ideas and produce a product so that the learning atmosphere becomes more effective. In differentiation learning each student has different characteristics, thus requiring learning modifications so that the teacher must plan and actively seek solutions to help students learn.

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