

Application of Differentiated Learning in View of Content and Process Aspects to Grade 7 Middle School Students

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Abstract

Differentiated learning is still rarely carried out in the classroom, teachers prefer to do learning with uniformity, even though in reality they face different characteristics of students both in terms of cognitive, psychomotor and affective abilities. Differentiation learning is an option to assist teachers in meeting the needs of diverse students. This study aims to describe the application of differentiated learning in terms of content and process aspects for grade 7 students. This research is a qualitative research. Data collection techniques included interviews, observations and surveys. The research data were analyzed qualitatively, the research subjects were 30 students in class V.II 7. The research location is at SMP Negeri 55 Palembang.

Keywords: Application, Differentiated Learning, Learners



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INTRODUCTION

Education is something that has a very important role in life, in other words proper educational services are rights that must be owned by everyone. Education can be said to be a life process that can develop everyone's potential to be able to live and be able to continue their life to become an educated human being, both cognitively, affectively and psychomotorically (Aprima & Sari, 2022); (Kamal, 2021). Education has a very large contribution in preparing and developing human resources (HR) who are skilled and able to compete in the current global era. The family is the first and main education in a child's education, then the school becomes the second place for children to carry out education.

Based on the National Education System (National Education System) Law No. 20 of 2003 explains that the role and function of education is to develop, shape the character and develop the abilities of students, and build a dignified national civilization to educate the nation's life. What is meant by developing the potential of students is all efforts to create students who believe, fear God Almighty, are healthy, have noble character, are knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state (Fitra, 2022)

According to Ki Hajar Dewantara's philosophy, the characteristics and needs of each student are very diverse and varied so that each student cannot be given the same treatment (Avandra & Desyandri, 2022); (Yanti., et al, 2022). They have different learning styles, interests, motivations and emotional development from one another (Brofenbrenner, 2019). Likewise with the potential they have. Every student needs learning that is meaningful to them, so the teacher must be able to understand the needs and characteristics of students. In other words, an educator is tasked with guiding and guiding children according to their potential, interests and talents and abilities to achieve success and happiness (Masitoh & Cahyani, 2020). The teacher facilitates students according to their needs, because each student has different

characteristics, so they cannot be given the same treatment. Differentiated learning is not individualized learning (Marlina et al., 2019). Knowing the diversity of needs and characteristics of students will help teachers to know what treatment should be carried out to create effective learning for students (Spianti, 2022).

From the previous explanation, this will eventually become the basis for implementing learning that is oriented to the needs, interests, learning styles, characteristics and interests of students. These efforts can be carried out by implementing and implementing differentiated learning aspects. Differentiated learning is learning that teaches material by considering the level of readiness, interest, and learning styles of students. Teachers can also change the content of the lesson, the learning process, the products or learning outcomes that are taught, and the learning environment in which students learn (Wahyuningsari., et al, 2022). There are 3 aspects in implementing differentiation learning, namely 1) content or content differentiation, 2) process differentiation, 3) and product differentiation (Tomlison, 2001). Furthermore, there are 3 important aspects as the learning needs of students in differentiated learning, including: 1) learning readiness, students are ready with new material to study the learning process further; 2) interest in learning, students have personal motivation to learn; 3) study profile, related to language, health, culture, environmental conditions, family and so on (Faiz., et al, 2022)

Differentiated education has the goal of adjusting the learning process in class to meet the individual learning needs of each student (Swandewi, 2021). In particular, differentiated learning has 5 specific objectives, namely 1) providing assistance to all students in achieving learning objectives; 2) increase student motivation through learning stimulus so that student learning outcomes increase; 3) establishing harmonious relationships in the learning process so that students are more enthusiastic; 4) stimulate students to become independent learners and have an attitude of respect. previous studies, also in terms of whether or not the research is important; only then write down the research objectives in this article in a straightforward and clear manner. against diversity; 5) to increase teacher satisfaction because there is a sense of being challenged in learning so that they are more creative and want to develop their teaching competence. The teacher's role in differentiation learning is very vital in stimulating and directing students to achieve their potential (Herwina, 2021).

From the elaboration of the background that has been stated previously, it can be seen that learning is needed that can include and meet the needs of students according to the interests, potential, and developments possessed by students. This is a challenge for the teacher in carrying out an interesting and effective learning process so that he can provide the right treatment to meet all the needs of students, in other words the teacher becomes a facilitator for students and is tasked with encouraging students to be active in learning. Differentiated learning is an option for teachers to answer the challenges that occur in education, especially learning in schools today.

RESEARCH METHODS

This type of research is descriptive research using a qualitative approach. This study aims to describe objects or situations and phenomena as they are (Sugiyono 2013). Therefore, based on the nature of what it is, researchers go into the field. Furthermore, descriptive research aims to describe and explain the characteristics of a particular population which are then presented accurately and correctly. In this study the object or situation and phenomenon to be described is the Application of Differentiated Learning to Grade 7 Students at SMPN 55 Palembang. The subjects of this study were students of class VII. Collecting data using interviews, observation, and surveys.

RESEARCH RESULTS AND DISCUSSION

From the results of interviews, observations and surveys conducted by researchers in class VII.7 of SMP Negeri 55 Palembang, the following results were obtained:

1. Mapping Student Needs. The steps that must be carried out in implementing differentiated learning are mapping learning needs which aim so that teachers can plan appropriate and effective lesson plans so as to get accurate results and later can be used as a teacher's reference in designing learning. In this study, the mapping of learning needs was carried out based on students' learning readiness and students' interests. To begin with, a diagnostic assessment design is made in advance, both cognitive and non-cognitive, as follows: 1) Conduct a survey using a questionnaire. 2) Interview with students. 3) Analyze the results of the achievements of the students' scores at the previous time.

Table 1. Diagnostic Assessment Results

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|--------------------|--|--|---|
| Readiness to Learn | Some students have a high ability to understand learning material and have a high enthusiasm in learning | Some students have moderate abilities in understanding learning material and their enthusiasm is still lacking in learning | Some students have low abilities and the enthusiasm they have is still lacking in learning |
| Interest | Students, some choose to understand the material by watching the learning videos provided | Students, some choose to understand the material by reading the material text that has been provided | Students, some choose to understand the material with text and assisted with other sources in the form of audio |
| Process | Students are asked to independently understand the material that has been given | Students are asked to understand independently and given a little help by the teacher | Students are asked to understand independently, then given a little help by the teacher and some other sources |
| Product | Some students choose to make products in visual form (posters and bulletin boards). | Students, some choose to make products in the form of audio (learning videos) | Students, some chose to write it down in text form, then presented it in the classroom. |

Source: processed data, 2023

2. Planning Differentiated Learning. There are three possible aspects to planning different lessons. 1) content, namely the material taught to students. The selection of material is the responsibility of the teacher so that it can be mastered by students, but the teacher is not obliged to teach the material to students. The steps to be taken in integrating the content/material aspects are (a) understanding the learning objectives; (b) determine how the learning objectives will be assessed; c) Information on the identification of students who have mastered the material that has been completed in the learning needs assessment; (d) evaluating students to determine their skills; e) Reducing the time commitment for students who have substance; (f) teaching a small group of students who are not used to it. At this planning stage the teacher must determine what material students have mastered, what they still need to learn, and replace the material being studied with material that is more difficult. In other words, the teacher must pay attention to the needs of students so that the learning objectives can be achieved. 2) Process, refers to how students understand what they learn. Some of the learning processes carried out in this study were to develop thinking skills, students could master the material to develop systematic, contextual, problem-solving, and creativity thinking skills. Furthermore, students learn independently according to the student center learning approach, where learning is centered on students, so that students are required to study independently, starting with selecting topics, methods and products to be produced. problem solving, and creativity. Furthermore, students learn

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3. Implementing Differentiated Learning. In carrying out differentiated learning the thing that requires the most attention is compiling lesson plans (learning modules), in compiling differentiated learning lesson plans/modules must pay attention to aspects of content/content, processes and learning products. After being designed and made, the aspects that have been determined will be included in the activity. Furthermore, the things that need to be considered in compiling/teaching modules in differentiated learning are (a) mapping the learning needs of students based on their motivation, interests, and learning profiles; (b) Analyzing the syllabus and reviewing core competencies and basic competencies (c) Determining subject matter (d) Making a GPA. (e) determine the aspects of differentiation (content, process, product) that will be included in the RPP; (f) Selection of Information Sources or Learning Media.

From the results of observations that have been done by researchers in class VII. 7 SMP Negeri 55 Palembang is known that differentiated learning has been carried out at SMP Negeri 55 Palembang especially in class VII, while class VIII and class IX still use the 2013 curriculum, namely by providing different materials to students according to the needs of students who have been known through previous diagnostic assessments. The teacher provides material in the form of text, video and images, this is intended to meet the needs of the learning styles of various students so that the learning objectives are achieved. Students in class VII.7 have a visual learning style,

During PPL teaching cycle 1 activities in class VII.7 the researcher applied differentiated learning on content and process aspects, in implementing this aspect the researcher provided a variety of material that was adapted to the learning styles of students in the learning process, the material that the researcher presented was in the form of text, images and videos. The learning model that researchers use is Problem Based Learning (PBL) with the discussion method. Students who have a kinesthetic learning style in this learning activity are given the opportunity to explain or present the results of the discussions that have been carried out. Furthermore, in the discussion activities, the researcher provides different content to each group, so that later the understanding results obtained by students are in accordance with their understanding abilities.

From the explanation that has been stated above, it can be concluded that differentiated learning by applying aspects of content differentiation and process differentiation can make learning more meaningful because the needs of students in learning are met properly according to their learning style, besides that students also understand the learning material better. given because it is in accordance with the abilities they have, this is evident from the post-test results which have increased during learning. Reflection is an important activity in the learning process and can greatly assist teachers in planning effective learning. Reflection aims to evaluate the results of work. Evaluation is based on the stages of planning, implementation, and results. To apply differentiated learning effectively, teachers need to map the learning needs of their students. This is because each student has different learning needs. From mapping learning needs, teachers can plan which strategy to use. Even though there are many challenges in the implementation of differentiated learning, the teacher must always have a positive attitude because the main goal of the teacher is to develop the potential of students optimally. In the

reflection activity as well, students are given questions to provide an assessment of the teacher so that the teacher can understand the deficiencies in the learning and as material for improvement for future learning. This is because each student has different learning needs. From mapping learning needs, teachers can plan which strategy to use. Even though there are many challenges in the implementation of differentiated learning, the teacher must always have a positive attitude because the main goal of the teacher is to develop the potential of students optimally. In the reflection activity as well, students are given questions to provide an assessment of the teacher so that the teacher can understand the deficiencies in the learning and as material for improvement for future learning. This is because each student has different learning needs. From mapping learning needs, teachers can plan which strategy to use. Even though there are many challenges in the implementation of differentiated learning, the teacher must always have a positive attitude because the main goal of the teacher is to develop the potential of students optimally. In the reflection activity as well, students are given questions to provide an assessment of the teacher so that the teacher can understand the deficiencies in the learning and as material for improvement for future learning. the teacher must always be positive because the main goal of the teacher is to develop the potential of students optimally. In the reflection activity as well, students are given questions to provide an assessment of the teacher so that the teacher can understand the deficiencies in the learning and as material for improvement for future learning. the teacher must always be positive because the main goal of the teacher is to develop the potential of students optimally. In the reflection activity as well, students are given questions to provide an assessment of the teacher so that the teacher can understand the deficiencies in the learning and as material for improvement for future learning.

Differentiated learning is learning that takes into account the characteristics and needs of students, differentiated learning is an option used to meet the needs of these students, the application of differentiated learning in learning can improve students' ability to understand the material (Wulandari, 2022); (Wahyuni, 2022); (shedly, 2014). In line with the previous opinion, research from Wahyuningsari., et al, (2022) found that differentiated learning is learning that can accommodate the needs of students in learning activities, so we can see that this differentiated learning has a positive impact on the learning process, especially increasing abilities and student understanding, this confirms that differentiated learning based on the learning styles possessed by students is more effective in the implementation of learning. Differentiated learning in its application pays close attention to students' potential, interests, and learning styles in order to support their creativity, defend their ideas freely and generate unique solutions to the problems they face (Brungel., et al, 2020).

Differentiation learning is learning that pays attention to the needs of students in learning activities. The teacher pays attention to the unique characteristics of different students so that one student is not treated the same as another student. In implementing differentiation learning, teachers must provide appropriate interventions to overcome differences in the characteristics of students. Differentiated learning does not mean treating each student differently or separating smart and less intelligent students. The application of differentiated learning is expected to encourage children to maximize the absorption of information in learning. The impact of implementing differentiated learning includes: making each learner with different characteristics feel accepted and valued,

Differentiated learning has proven successful in accommodating all the needs of class VII.7 students at SMP Negeri 55 Palembang, this can be seen from the results of observations and interviews, in line with what was stated by Marlina, (2020) the objectives of differentiated learning are as follows: a) Assisting in learning for all learners. Teachers can reflect and raise awareness of students' abilities so that all students can achieve their learning goals. b)

Motivation and learning outcomes of students can increase because the teacher understands and guides material based on difficulty, and students achieve learning outcomes that are in accordance with the abilities and difficulties of the material. c) A harmonious and harmonious relationship is established between educators and students. The relationship between teachers and students is strengthened by this different learning, so that students are enthusiastic about learning. namely d) Helping students become more confident and independent. e) Study the potential and abilities of learners. Just as what was stated by Ki Hajar Dewantara that the ultimate goal of education is to make students humane and independent, this can be realized if all the needs of students are properly facilitated by the teacher. The teacher as the main subject whose role is expected to be able to become a driving force to take actions that provide positive things to students (Ainia, 2020). Civics learning process that applies values by setting an example (ing ngarso sung tulodo), building will (ing madyo mangun karso),

CONCLUSION

Differentiated learning is learning that can accommodate the needs and characteristics of students. In differentiated learning, educators are required to understand the characteristics of students in order to determine appropriate and effective treatment. Understanding the characteristics and needs of students can be seen by conducting a diagnostic assessment at the beginning of learning. Appropriate and effective learning can help students understand learning material so that the desired learning objectives are achieved. In the application of differentiated learning there are 3 aspects that need to be considered, namely aspects of content/content, processes and products, but in this study researchers used 2 aspects in implementing differentiated learning, namely aspects of content and aspects of process, the results of this study resulted in that differentiated learning with aspects of content differentiation and process differentiation is an effective way to meet the learning needs of students with different characteristics, this is evidenced by the post-test results that were carried out which increased compared to the pre-test results before.

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