



ANALYSIS OF DIFFERENTIATED LEARNING IN IPAS SUBJECTS FOR 4TH GRADE ELEMENTARY SCHOOL IN MINAHASA

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ABSTRACT

This study aims to describe the analysis of differentiated learning in IPAS (Natural and Social Sciences) subjects for 4th grade elementary school in Minahasa as well as the role of teachers and students in differentiated learning and explain the impact of differentiated learning. The research method used in this research is descriptive qualitative. The data collection technique used interview, observation and documentation techniques. The subjects of this research is the teacher mover in Minahasa, found in 8 schools. The results of this study found that there are things that need to be considered in differentiated learning including 'Merdeka' curriculum teaching modules, the content of differentiated teaching modules. Teachers have a key role in identifying the potential, interests, and learning needs of each student, teachers can design learning that accommodates student diversity, so that each student can develop optimally. The impact is that student learning outcomes can be very significant, because differentiated teaching modules can adjust the needs and learning styles of individual students so that there is an increase in student involvement in the learning process.

KEYWORDS : *Differentiated Learning, IPAS Subjects for 4th Grade of Elementary School*

PENDAHULUAN

New paradigm learning provides flexibility for teachers to formulate learning and assessment designs according to the characteristics and needs of students. New paradigm learning ensures that learning practices are student-centered. Learning is a cycle that starts from mapping competency standards, planning the learning process, and implementing assessments to improve learning so that students can achieve the expected competencies (Kemdikbud RI, 2022).

The government pays serious attention to the field of education because the progress of a country starts from the field of education. The Merdeka Curriculum then comes as an effort to answer the problems and challenges of learning innovation in Indonesia. This curriculum emphasizes learning that liberates students, helps teach students, and encourages the development of students' potential ranging from intellectual, physical, emotional, social, artistic, to spiritual potential holistically.

The curriculum was developed with the aim of improving the quality of education because the heart of an education is the curriculum (Siregar et al., 2021). The Merdeka curriculum creates active and creative learning. This program is not a replacement for the current program, but to provide improvements to the current system (Achmad et al., 2022). The implementation of the Merdeka Curriculum has been realized since 2021.

Indonesian education is currently leading to positive changes in accordance with Ki Hajar Dewantara's thinking, that education is oriented towards four perspectives, namely physical, intellectual, spiritual, and social goals. The position of teachers is a facilitator and motivator for students (Febriyanti, 2021). Teachers must be able to strengthen themselves in order to participate in ongoing technological developments. In order to adequately adapt to the different characteristics of contemporary life, especially before the Industrial Revolution 4.0, teachers must be able to recognize new information in every change, lead and guide students (Supit et al., 2023).

Ki Hajar Dewantara's educational philosophy is in line with the concept of differentiated learning (Herwina, 2021). One of the efforts in developing the concept of "Merdeka Belajar" that is being launched in the current National Education System, and in accordance with Ki Hajar Dewantara's thoughts is differentiated learning (Wahyuni, 2022). Tomlinson (2001) and Suwartiningsih (2021) revealed that differentiated learning has a pattern of collaboration strategies from all differences to get information from what is learned. Quality education is education that is able to meet and support the needs of each student. Each student is unique as an individual with characteristics that vary from one another. Even though students attend school and are placed in the same class, differences in characteristics among students cannot be avoided, such as differences in interests, learning styles, backgrounds, and students' ability to obtain information about the subjects being taught (Miqwati et al., 2023).



Differentiated learning should be rooted in meeting students' learning needs and how teachers respond to those learning needs. Thus, teachers need to identify learning needs more comprehensively, so that they can respond more appropriately to the learning needs of their students. (Suartiningsih, 2021). Differentiated learning has three important aspects. In the differentiated learning process, there are three important aspects, namely content differentiation, process differentiation and product differentiation. According to Maryam (2021): first, content differentiation includes what students will learn. Content is related to the curriculum and material to be taught. Second, process differentiation is the way students process ideas and information. And third, product differentiation is how students show what they have learned.

Natural Science is a subject in elementary school that is intended for students to have organized knowledge, ideas and concepts about the surrounding nature, which are obtained from experience through a series of scientific processes including investigation, preparation and presentation of ideas. The opinion of (Mangantung & Tuerah, 2021) tells that the natural science process is not sufficient to convey information about concepts but must also understand the process of natural phenomena by sensing as much as possible, observing events that occur directly through demonstration and experiment activities, and recording information that arises from these events. Therefore, it is necessary to create meaning and invite students to play an active role through demonstration activities and experiments during the process.

In this Merdeka curriculum between science and social studies learning, namely becoming IPAS as found by Agustina et al. (2022). This research is important to do to see how the teacher's role in differentiated learning is as far as how the teacher can determine the three important aspects of differentiated learning, namely content, process, product. apart from these three aspects, what the teacher must also pay attention to is how student readiness, as well as students' interests, and talents before starting learning. In order for learning not to be monotonous and because this Merdeka curriculum gives freedom to teachers and students, this year it is combined, therefore trying every semester, in this Merdeka curriculum because it gives freedom to teachers and students.

In IPAS learning which is the focus of research for teachers mover in Minahasa district, namely about differentiated learning which contains 3 aspects in it, namely content, process and product. In IPAS subjects for 4th grade elementary school in Minahasa district for semester 1 focuses on science subjects and for semester 2 focuses on social studies subjects. And in this study, researchers focus on science subjects. For the material presented is the body parts of plants. In the material there is content in the form of images and reading text on how to identify plant body parts and describe their functions. For the

process in this 4th grade IPAS teaching module using the PBL (Problem Based Learning) learning model where in the learning process follows the syntax or existing learning steps. And for the products expected from this learning, namely students are able to know what are the parts of plants and their functions in the form of LKPDs that have been prepared and made by students and students' ability to understand the material that has been delivered by the teacher.

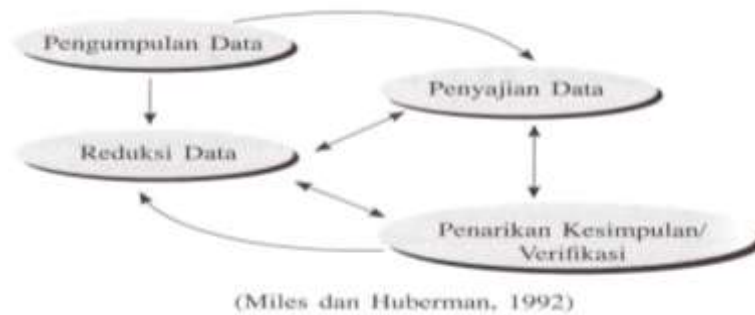
Research on differentiated learning has been carried out but is limited to the character and abilities of students, such as those carried out by (Jenyana, 2022) which is about differentiating according to student needs and (Faizah & Kamal, 2024) also discusses the different learning needs of students according to the potential of each student. While in this study it is more focused on the core of differentiated learning, namely differentiation of content, process, and product.

The impact of this research on teachers is to be a source of information about differentiated learning that does not only look at student needs and student potential. However, the results of this study provide an overview of the important aspects of differentiated learning, namely content, process and product differentiation. Based on the description above, this research was conducted with the aim of describing differentiated learning, analyzing the role of teachers and students in differentiated learning and explaining the impact of differentiated learning in teaching modules on IPAS learning for 4th grade.

METODE PENELITIAN

The research method used in this study uses descriptive qualitative. Meanwhile, Creswell & Poth (2016) defines a qualitative approach as a research and understanding process based on a methodology that investigates a social phenomenon and human problems (Murdiyanto, 2020). The data analysis technique uses Miles & Huberman (1994) adaptation flow analysis, the author uses a qualitative descriptive approach. Descriptive qualitative research, descriptive is a problem formulation that guides research to explore or portray the social situation to be studied thoroughly, broadly and in depth. In this research, it is hoped that the analysis of differentiated learning in IPAS subject for 4th grade in Minahasa will be able to describe the data thoroughly and accurately. The data were obtained by means of observation, interviews and documentation. The data of this research was obtained from eight teachers in eight schools in Minahasa district.

The data from the research were then processed using the data analysis technique according to Miles & Huberman (1994). There are four qualitative data analysis techniques, namely data collection, data reduction, data presentation and conclusion drawing. This process takes place continuously during the research.



HASIL DAN PEMBAHASAN

Differentiated learning is learning that accommodates students' learning needs. Teachers facilitate students according to their needs, because each student has different characteristics, so they cannot be given the same treatment (Mahfudz MS, 2023). Differentiated learning should be rooted in the fulfillment of students' learning needs and how teachers respond to these learning needs. Thus, teachers need to identify learning needs more comprehensively, so that they can respond more appropriately to the learning needs of their students (Suwartiningsih, 2021). In the differentiated learning process, it does not only look at the characteristics and needs of different students but must look at 3 important aspects, namely content differentiation, process differentiation and product differentiation According to Maryam (2021): first, content differentiation includes what students will learn. Content is related to the curriculum and material to be taught. Second, process differentiation is the way students process ideas and information. And third, product differentiation is how students show what they have learned.

The results of the researcher's interviews with teachers from eight schools in Minahasa found that differentiated learning is a method or approach taken by teachers to adjust the learning process with the aim of meeting the needs and expectations of specific students. Learning using differentiated teaching modules is necessary because differentiated learning provides a more flexible learning space and allows students to adjust to their respective needs, including interest readiness and learning styles and how teachers design teaching modules that contain aspects of content, process and products that will be produced in learning. In a lesson with a learning strategy that encourages student activeness can increase student interest in learning, of course, by involving learning media provided by the teacher to facilitate student needs (Surentu et al., 2023). Learning can be effective and relevant for students because of learning that uses differentiated learning modules so that teachers can implement the principles of an Merdeka curriculum that can adjust the individual needs of each student. these results are in accordance with research that has been conducted that by using differentiated learning, each student can show unique skills, backgrounds, talents, interests, and also learning preferences. Teachers realize that students have a diversity of personalities so that teachers provide specific services to each student. Therefore, it is important to incorporate differentiated teaching into the Merdeka curriculum, namely different content for each student who has different learning needs. Before implementing differentiated teaching, teachers must also understand about

differentiated learning, so it is very important for teachers to first understand the things that need to be considered in implementing the Merdeka curriculum in differentiated teaching modules in this case, namely in the IPAS subject.

The role of teachers and students in differentiated learning in IPAS subjects for 4th grade is greater. Teachers have a key role in identifying the potential, interests, and learning needs of each student. With the Merdeka Curriculum approach, teachers can design learning that accommodates student diversity, so that each student can develop optimally. The role of the teacher in differentiated learning is very important when the teacher must map out different content in learning, then different processes in learning and products that will be produced differently according to students' abilities and needs. The role of the teacher in differentiated teaching modules is very important because in compiling differentiated teaching modules the teacher must see 3 important aspects that must be present in the teaching module and integrated in learning, namely content differentiation, process differentiation and product differentiation. Differentiated learning not only looks at students' interests, talents but looks at important aspects in the teaching module and the teacher has played a good role, it can be seen from the performance of teachers who have played a role in designing learning experiences, using differentiated teaching modules that are integrated into 3 aspects, namely content, process and product, managing classes with collaboration, compiling learning materials, and measuring student learning outcomes. These teacher roles can be seen from teachers who have understood the individual characteristics of students, including their ability levels, interests and needs. With this knowledge, teachers can design effective and differentiated learning experiences for each student. Teachers are also able to adapt IPAS learning materials by adjusting student differences, teachers identify student needs see content or materials that suit needs, and ensure that each student gets appropriate support, teachers conduct assessments that are in accordance with the characteristics and needs of students. This involves classroom management in an inclusive learning process and pays attention to individual differences. In addition to teachers, students have also played a good role in differentiated learning in IPAS subjects for 4th grade, which can be seen through the results of interviews conducted by researchers that students are not only recipients of information, but also as active learning subjects. As active learning subjects, students have maximized individual progress, increased motivation, and created a more positive learning experience.



The impact of differentiated learning in IPAS subjects for 4th grade elementary school. The impact is that student learning outcomes can be very significant by maximizing the important aspects of differentiated learning in learning, namely connectivity, process and product. because differentiated teaching modules can adjust the needs and learning styles of individual students so that there is an increase in student involvement in the learning process. There are positive and negative impacts of differentiated learning in IPAS subjects for 4th grade elementary school in Minahasa. The positive impact can be seen through the role of teachers and students who work together to achieve learning objectives in the differentiated teaching module in accordance with the principles of the Merdeka curriculum. And the negative impact of differentiated learning is a challenge for teachers because if teachers do not carry out this differentiated learning well, it will have an impact on learning differentiation can cause slower students to feel left behind or less recognized, while brighter students will not feel sufficient challenge. Therefore, the solution lies in the role of teachers in differentiated learning in IPAS subjects for 4th grade elementary school in Minahasa must work hard fairly, effectively and maximally to overcome the negative impacts that may occur.

In an era of education that increasingly recognizes individual diversity among students, differentiated learning has become increasingly important. Based on the research in the field, it can be seen that differentiated learning is an approach to teaching in which teachers vary teaching methods, content, processes, products and assessments to meet the different learning needs of each student in the class. Differentiated learning also implements a teaching module. This differentiated teaching module is a learning tool designed to accommodate the diverse learning needs of students in one class. This teaching module is designed in such a way by paying attention to the aspects of differentiated learning, namely content, process and product so that it can be adjusted to the level of ability, interest, learning style, and individual needs of each student. Differentiated teaching modules provide a variety of options, flexibility and customization that allow teachers to adjust learning according to the unique characteristics of each student. It can be seen that differentiated learning with the IPAS approach in grade 4 elementary school is very relevant and important in dealing with individual student diversity. By paying attention to the principles of an Merdeka curriculum, teachers can adapt learning according to students' needs and interests, as well as a diverse learning environment. Differentiated teaching modules are an effective tool to provide a variety of learning options that match the unique characteristics of each student. Through this approach, it is expected that each student can reach their maximum potential in learning, increase their learning motivation, participation and academic achievement, and better prepare them to face the challenges of life and the diverse world of work in the future. The discussion above is in accordance with the results of the researcher's interviews with the teachers mover at Minahasa Elementary School, the results of which show that differentiated learning with the IPAS teaching module for 4th grade can implement the principles of an Merdeka curriculum because it is known from the results of the

research that differentiated learning is an approach that understands each student who has different needs, learning styles, interests, and levels of understanding by integrating them in teaching modules that look at student needs through differentiated content, process and product. It adapts materials, teaching methods and assessments to the individual characteristics of students so that they can learn effectively and successfully reach their full potential.

Teachers are people whose duties are related to efforts to educate the nation's life in all its aspects, both spiritual and emotional, intellectual, physical, and other aspects. Teachers are also the main figure in the world of education that has an irreplaceable role in shaping, guiding, and motivating students towards academic and personal success. The differentiated teaching module in IPAS subject for 4th grade is an increase in student involvement in the learning process. With this approach, students become more active and involved in learning because the material presented can be tailored to their level of understanding and interest. In addition to the positive impact, of course, researchers found a negative impact in the interview results. The negative impact of differentiated learning in IPAS subjects for 4th grade can cover several aspects. One of them is the potential increase in workload for teachers. Designing and managing differentiated learning for each student in a class requires additional time, effort and energy from the teacher. From the interviews, it can be seen from the various impacts above that differentiated learning has a positive impact on students' engagement in learning. This is reflected in the increase of students' motivation, interest and participation in the learning process. In addition, differentiated learning also accommodates students' individual learning styles, allowing them to learn according to their individual needs and interests. It can be concluded that differentiated learning in IPAS subjects for 4th grade has a significant impact. The positive impacts include increased student involvement in learning, higher learning motivation, and accommodating students' individual learning styles. However, there are also negative impacts such as increased workload for teachers and the potential to increase the gap between students who are able to be independent and those who need more assistance.

Therefore, in differentiated learning not only see the needs, interests and talents of students but how teachers are able to make differentiated teaching modules which contain three very important aspects, namely content differentiation where teachers must create appropriate content, process differentiation where in the learning process differentiated students who are proficient and who still need guidance, and the last is product differentiation where in the final result of a differentiated learning the teacher must know that there are various kinds of differences that exist in the classroom which will produce different final products from each student. From the results of the research obtained that learning using differentiated modules in which there are three important aspects is very effective and efficient to be used in daily learning in the classroom.



KESIMPULAN

In the era of education that increasingly recognizes individual diversity among students, differentiated learning has become increasingly important. Based on the results of the research from the researchers in the field, it can be seen that learning can be effective and relevant for students because of the learning that uses differentiated learning modules so that teachers can implement the principles of an Merdeka curriculum that can adjust the individual needs of each student.

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