

ANALYSIS OF DIFFERENTIATED LEARNING STRATEGIES IN INDONESIAN LANGUAGE LEARNING AT ELEMENTARY SCHOOLS

Ferina Putri Ery Suwandi¹, Siti Rochmiyati²

Postgraduate Basic Education, University of Sarjanawiyata Taman Siswa^{1,2}

Yogyakarta – Indonesia

Email: ferinaputrierysuwandi985@gmail.com

Article Info	Abstract
<i>Article History:</i>	<p>The application of the differentiated learning strategy is an adaptation effort in the classroom that aims to increase students' enthusiasm in the learning process and fulfill their varied learning needs. This research focuses on Indonesian language learning for 4th grade students at SDN Kaliajir, Sleman. Implementing differentiated learning involves adapting content, processes, and learning products to individual student differences. This research uses a qualitative method with a descriptive approach. Data was collected through three main techniques: interviews, observation, and documentation. Research instruments, interview sheets, observation guides and documents, and citation tools supported this data collection. Based on the research data analysis, it can be concluded that several stages must be fulfilled in implementing differentiated Indonesian language learning. These stages include mapping students' needs through diagnostic assessments, designing differentiated learning plans that suit students' needs, and evaluating and reflecting on the learning that has been implemented. The application of the differentiated learning model in Indonesian language learning shows a positive impact, reflected in the increase in students' enthusiasm during the learning process.</p> <p>Keywords: Indonesian Language Learning; Differentiated Learning Strategy</p>
Accepted	
March 2024	
Revised	
January 2024	
Approved	
December 2023	

A. Introduction

Education in schools must be connected to the teaching and learning process. The learning process is a crucial element in the educational sequence. In many cases, the success of achieving educational goals is highly influenced by the learners' learning experiences (Kadariah et al., 2020). Learning is a process of activities that initiate, facilitate, and enhance learners' intensity or depth and quality of learning. Learning is a strengthening activity that enables learners to learn on their own.

Educators conduct learning to impart knowledge, sharpen skills, and shape learners' attitudes, behaviors, and self-confidence. It can be defined that the learning process is an active interaction between the teacher who provides the subject matter to the learners as the object. Within the activity process, a learning design system generates interaction between the teacher as the instructor and the learners as the object. The design of the learning process may include learning approaches, strategies, and methods. Implementing the learning design aims to make learning effective and efficient (Hasibuan, 2023).

Differentiated learning is a positive and ideal concept, but teachers face the challenge of demonstrating creativity. Through this approach, learners' abilities can be expanded according to their needs, characteristics, and levels of achievement. However, to implement learning according to this concept, teachers must act as competent facilitators, requiring hard work and dedication (Dewi, 2023; Purnawanto, 2023). Differentiated learning refers to acknowledging that each learner has a unique learning style and different needs and interests. Through differentiated learning, teachers can modify and develop learning experiences to meet the individual needs of learners, enabling them to reach their full potential. Differentiated learning is not only about delivering subject matter differently but also involves the integration of aesthetics, ethics, logic, and spiritual development. It reflects a holistic approach to education, where learners not only learn concepts in academic aspects but also develop a much broader understanding of themselves and the world around them (Hasnawati, 2021). Differentiated learning also

emphasizes the development of learners' overall abilities, including systematic, linear, and convergent thinking skills. By providing diverse and relevant learning experiences, differentiated learning enables learners to develop skills and knowledge relevant to the present and future. Thus, the differentiated learning approach enables teachers to respond to the needs and uniqueness of each learner, creating an inclusive learning environment and supporting comprehensive development.

Differentiated learning is carried out to fulfill learning needs based on the differing characteristics of each learner. This learning strategy is based on differences in learners' growth and psychological development. According to Santos et al. (Herwina, 2021), differentiated learning strategies have been implemented as an approach to the learning process to enhance learners' creativity levels.

Strategies in differentiated learning are divided into three components: 1) Content differentiation is one way to implement the concept of independent learning, where the learning material is adjusted to the skills, learning profiles, and individual knowledge of the learners. In content differentiation, teachers present teaching materials with various difficulty, complexity, and depth levels so each learner can learn according to their needs and abilities. It enables learners to acquire knowledge that matches their understanding and interests, allowing them to learn more effectively and independently. 2) Process differentiation involves how learners process ideas, information, and materials they have acquired. It involves how learners interact with the learning material and how this interaction influences their learning choices. The differentiation process allows learners to choose learning methods most suitable for their learning style, interests, and individual needs. It can include various learning strategies such as group discussions, collaborative projects, independent inquiry, or the use of technology in learning. Through process differentiation, learners can develop deeper understanding, improve critical thinking skills, and gain relevant and meaningful learning experiences according to their characteristics and preferences. 3) Product differentiation involves how learners express their understanding. It means learners

turn what they have learned into works reflecting their talents and interests. Through product differentiation, learners can express their understanding in the most suitable and meaningful way. It could be art projects, essay writing, presentations, digital products, or other creative works. By providing choices in the form of end products, learners feel more engaged and have a sense of ownership over their learning outcomes. (Wibowo et al., 2023)

In general, Indonesian language lessons in elementary school are often boring because they focus on material recording and need more practical application (Mualimah & Usmaedi, 2018). One of the subjects taught is Indonesian language learning, which applies to all levels of education in Indonesia, from elementary to university education (Ali, 2020). The goal of Indonesian language learning is for students, the young generation of the nation's future, to use the Indonesian language properly and correctly and to be proud of the language. Indonesian language learning has very important goals for developing students as members of society who preserve the culture and identity of the nation. By mastering the Indonesian language well and correctly, students can be more effective in communicating and interacting in daily life, both in social and professional environments. In addition, these goals also include the development of a devout attitude towards the Almighty God (Rahmawati, 2023). Indonesian language learning is expected to contribute to helping students recognize their identity, understand their culture, and explore understanding of other cultures. Furthermore, this learning will help them articulate ideas, actively participate in societies that use the Indonesian language, and develop analytical and imaginative abilities within themselves.

Indonesian language learning aims to cultivate attitudes and language usage that reflect the ability and politeness in language, both orally and in writing, reflecting students who are virtuous and morally honorable (Sumiati & Astuti, 2021). Therefore, Indonesian language learning is very necessary to achieve this goal. Differentiated learning strategies are appropriate for Indonesian language learning (Nurlelah, 2023). Differentiated learning strategies enable all students to attain the learning objectives of Indonesian language learning.

B. Methods

In writing this article, we employed a qualitative method using a descriptive approach. The selection of descriptive research with a qualitative approach was made because the main objective is to present descriptive data from a phenomenon studied in the field. The research “Analysis of Differentiated Learning in Indonesian Language Learning at Elementary Schools” is expected to comprehensively and accurately describe the collected data. The qualitative approach allows researchers to gain a deeper understanding of the context and complexity of the phenomenon of differentiated learning. The participants in this research were 21 4th grade students from SDN Kaliajir located in Kaliajir Lor, Kalitirto, Kec. Berbah, Kabupaten Sleman, Daerah Istimewa Yogyakarta.

The data collection methods in this study involve observation, interviews, and documentation. Data were obtained from two main sources: primary data collected directly from SDN Kaliajir, Sleman, involving teachers and 4th grade students, and secondary data obtained from various documents, such as school documents, teacher documents, theoretical studies, and scientific articles. Direct interactions were conducted with the research subjects at SDN Kaliajir to obtain primary data. Secondary data sources include documents relevant to the research topic. (Sarwono, 2006).

The research instruments involve interview guidelines to obtain information from teachers and students, observation guides to record field observation results, and documentation from various relevant documents. These instruments are selected based on the need to obtain comprehensive and accurate data on differentiated learning in the context of Indonesian language learning in elementary schools. Furthermore, the data obtained from the research are processed using data analysis techniques developed by Miles and Huberman (1992), which consist of three types of data analysis activities: data reduction, data display, and conclusion drawing/verification (Haryanto, 2000).

C. Results and Discussion

The implication of the Merdeka Curriculum is to provide freedom to students through independent learning, which grants teachers flexibility in implementing the

curriculum. In the context of the Merdeka Curriculum, schools are given the authority and freedom to design relevant learning projects that align with the school environment (Widiastini et al., 2023). Teachers play a crucial role in assisting students in learning and achieving their learning objectives.

The flexibility of the Merdeka Curriculum allows teachers to create learning experiences that are more customized to students' needs and characteristics. Consequently, teachers can adopt more engaging and contextual learning strategies, increase student engagement, and motivate them to learn. This approach is expected to create a more dynamic and relevant learning environment.

The objectives of implementing differentiated learning in elementary schools, according to Marlina (2020), are as follows: 1) Supporting all students in their learning process by considering their abilities so all students can achieve their learning goals; 2) Improving students' achievement and learning motivation by providing instruction that is tailored to their abilities and needs, thus motivating them to learn; 3) Building positive relationships between students and teachers when implementing differentiated learning, thereby fostering strong emotional connections between them; 4) Assisting students in becoming independent learners by providing instruction that aligns with their characteristics and needs; and 5) Encouraging teachers to enhance their potential and creativity in teaching by implementing differentiated learning effectively, thus enabling them to become more creative and innovative in their teaching approaches (Marlina, 2020).

Differentiated learning strategies can be applied and impact Indonesian language learning in elementary schools. By implementing differentiated learning, various learning needs of students can be accommodated (Riyanti, 2022). Therefore, all students can achieve the learning objectives more easily. Differentiated learning strategies consist of three components: content differentiation, process differentiation, and product differentiation.

Content differentiation can be done based on students' readiness, interests, and learning profiles. Content or materials are a substantial part of what each student learns. This content is closely related to the curriculum and learning materials. Teachers are responsible for modifying the curriculum and learning

materials according to students' learning profiles. Modifying the curriculum and learning materials based on students' learning profiles can help improve learning effectiveness and ensure students reach their maximum potential. Understanding students' learning styles, whether visual, auditory, or audiovisual, allows teachers to present learning materials most effectively and engagingly for them. It involves deeply understanding each student's learning profile, such as learning style, interests, readiness level, and other individual needs (Amiruddin, 2021). An effective teacher will adjust the content to fit the conditions and abilities of the students. Teachers can create more engaging and effective learning experiences by understanding students' preferences. Applying responsive and adaptive learning principles can help improve students' understanding and engagement with the learning material.

Teachers can apply differentiation in Indonesian language learning, such as storytelling learning materials. Teachers can present three contents in storytelling learning activities. Teachers can present text, pictures, and videos. It is done to accommodate students' learning styles.

In this research, the researchers conducted observations by providing questionnaires to teachers regarding the choices of students' learning styles, which include auditory, visual, and kinesthetic learning styles. Auditory learning style includes students' ability to process information well through hearing. Visual learning style is characterized by students' ease of receiving information through various visual representations such as videos, pictures, diagrams, colors, posters, animations, symbols, and graphics. Meanwhile, the kinesthetic learning style tends to understand information through direct experience and physical interaction with learning materials. They are more responsive to practical activities, simulations, or experiments that allow them to use their senses directly (Naibaho, 2023). The results of mapping the learning profiles of 4th grade students at SDN Kaliajir, Sleman, can be seen in diagram 1, which reflects the distribution of learning style preferences among these students.

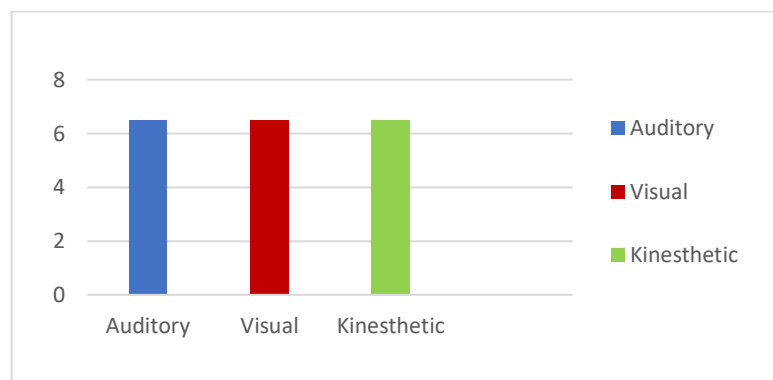


Figure 1. The Mapping of Learning Style

According to the learning style mapping diagram above, the teacher assessed 21 students. The diagram shows significant differences in students' learning styles in one class. Their tendencies for auditory, visual, and kinesthetic learning styles have almost equal distribution. It is important to note that the diversity of these learning styles also requires diverse teaching approaches. Teachers are expected to accommodate these differences in learning styles in the teaching process, ensuring that students have learning experiences that match their preferences and learning needs. Teachers are also expected to motivate and inspire students to explore their potential to the fullest, thus creating an inclusive and empowering learning environment.

The responsive approach to various learning styles can improve the effectiveness of teaching and the engagement of students in the classroom. Teachers must be aware of their students' learning preferences. Conversely, students should receive comprehensive explanations about learning style tests. This step significantly benefits students' awareness of the most suitable learning activities. With a better understanding of individual learning styles, students can be directed toward more suitable learning methods, enabling more effective learning (Faiz et al., 2022). A personalized and learning-style-oriented approach helps teachers develop more appropriate teaching strategies, maximizing the potential of each student. Therefore, recognizing and exploring information about students' learning styles through tests and comprehensive explanations can be an important initial step in improving classroom learning quality.

Process differentiation is a personalized and learning-style-oriented approach that helps teachers develop more appropriate teaching strategies, maximizing the potential of each student. Therefore, recognizing and exploring information about students' learning styles through tests and comprehensive explanations can be an important initial step in improving classroom learning quality. Teachers can use various learning variations to stimulate students' mental readiness to learn. Process differentiation begins by providing children with an understanding of a series of learning processes they will undergo. Process differentiation can be done as follows: 1) Implementing step-by-step activities. 2) Guiding questions or challenges. 3) Creating individual agendas for each student. 4) Creating individual agendas for each student. 5) Creating diverse activities according to different learning styles. 6) Flexible grouping based on students' readiness, abilities, and interests (Fitra, 2022).

Product differentiation is used to help students achieve learning outcomes. Product differentiation can be done by providing challenges and diversity to students. Product differentiation can also be done by allowing students to express their desired learning. According to (Faiz et al., 2022), product differentiation focuses on two aspects, namely challenges and creativity. However, teachers must provide students with clear indicators when creating a product. However, teachers allow students to produce products according to their interests and learning needs.

D. Conclusion

The implications of the Merdeka Curriculum include the emergence of independent learning for students, where teachers are free to implement the Merdeka curriculum. Differentiated learning strategies are efforts made by teachers to meet the diverse learning needs of students. Differentiated learning is necessary to support the different characteristics of students. Differentiated learning strategies have three main components: content, process, and product differentiation. By implementing differentiated learning strategies, teachers can create meaningful and relevant learning experiences for each student, enhancing their motivation, participation, and academic achievement. Teachers need to understand that each

student has unique characteristics. Therefore, implementing differentiated learning strategies is important in the classroom learning context.

Differentiated learning strategies can be applied in Indonesian language learning at the elementary school level. By implementing differentiated learning strategies in Indonesian language learning, the learning objectives will be more easily achieved by all students in the classroom. It is appropriate because differentiated learning strategies can accommodate various students' characteristics and learning needs.

References

- Ali, M. (2020). Pembelajaran Bahasa Indonesia Dan Sastra (Basastra) Di Sekolah Dasar. *PERNIK: Jurnal Pendidikan Anak Usia Dini*, 3(1), 35–44.
- Amiruddin. (2021). *Jejak Jejak Praktik Baik Sang Pengajar*. Pascal Books.
- Dewi, L. A. & I. (2023). Improving Learning Concentration Through Differentiated Learning In Content Aspects Of 4th Grade SD Negeri 94 Palembang. *JPsD (Jurnal Pendidikan Sekolah Dasar) Untirta*, 9(1), 82–92.
- Faiz, A., Hakam, K. A., Nurihsan, J., & Komalasari, K. (2022). Pembelajaran Kognitif Moral melalui Cerita Dilema Berbentuk Animasi. *Jurnal Basicedu*, 6(4), 6463–6470.
- Fitra, D. K. (2022). Pembelajaran Berdiferensiasi dalam Perspektif Progresivisme pada Mata Pelajaran Ipa. *Jurnal Filsafat Indonesia*, 5(3), 250–258.
- Haryanto. (2000). *Metode Penulisan dan Penyajian Karya Ilmiah: Buku Ajar untuk Mahapeserta didik*. Penerbit Buku Kedokteran EGC.
- Hasibuan, R. H. (2023). *Pengembangan Konsep Dasar Pendidikan AUD pada Generasi Alpha*. Penerbit Adab.
- Hasnawati. (2021). *Pola Penerapan Merdeka Belajar pada Pembelajaran Pendidikan Agama Islam dalam Meningkatkan Daya Kreativitas Peserta Didik di SMAN 4 Wajo Kabupaten Wajo* [Masters Thesis]. IAIN Parepare.
- Herwina, W. (2021). Optimalisasi kebutuhan murid dan hasil belajar dengan pembelajaran berdiferensiasi. *Perspektif Ilmu Pendidikan*, 35(2), 175–182.
- Kadariah, K., Kusmaladewi, K., & Hasmiah, H. (2020). Faktor Kesulitan Guru Dalam Proses Belajar Mengajar Di Ditinjau Dari Penggunaan Kurikulum, Struktur Materi, Sarana Dan Prasarana, Dan Alokasi Waktu. *JEKPEND: Jurnal Ekonomi Dan Pendidikan*, 3(2), 15-20.
- Marlina. (2020). *Strategi Pembelajaran Berdiferensiasi Di Sekolah Inklusif*. Afifa Utama.
- Mualimah, E. N., & Usmaedi, U. (2018). PENGARUH KEBIASAAN MEMBACA TERHADAP PRESTASI BELAJAR BAHASA INDONESIA PESERTA

- DIDIK KELAS V SDN KUBANGLABAN. *Jurnal Pendidikan Sekolah Dasar*, 4(1), 43–54. <https://doi.org/10.30870/jpsd.v4i1.2459>
- Naibaho, D. P. (2023). Strategi Pembelajaran Berdiferensiasi Mampu Meningkatkan Pemahaman Belajar Peserta Didik. *Journal of Creative Student Research*, 1(2), 81–91.
- Nurlelah, dkk. (2023). *Strategi Pembelajaran Bahasa Indonesia*. Zahir Publishing.
- Purnawanto, A. T. (2023). Pembelajaran berdiferensiasi. *Jurnal Pedagogy*, 16(1), 34–54.
- Rahmawati, dkk. (2023). *Konsep Dasar Bahasa Indonesia Sekolah Dasar*. Muhammadiyah University Press.
- Riyanti, A. dkk. (2022). *Strategi Pembelajaran Bahasa Indonesia*. Widina Bhakti Persada.
- Sarwono, J. (2006). *Metode Penelitian Kuantitatif dan Kualitatif*. Graha Ilmu.
- Sumiati, & Astuti, P. (2021). Improving the Indonesian Language Skills by Fostering the Reading Interest of 1st Grade Student. *JPSd (Jurnal Pendidikan Sekolah Dasar) Untirta*, 7(2), 201–211.
- Wibowo, A. T., Nuvitalia, D., & Wakhyudin, H. (2023). Analisis Gaya Belajar Dalam Pembelajaran Berdiferensiasi Pada Mata Pelajaran Bahasa Indonesia Di SD Negeri Sendangmulyo 02. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 9(2), 3878–3890.