

EVALUATION OF THE IMPLEMENTATION OF DIFFERENTIATION LEARNING IN THE INDEPENDENT CURRICULUM GEOGRAPHY SUBJECT AT SMAN 2 GUNUNG TALANG SOLOK DISTRICT

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ABSTRACT: The purpose of this research is 1) To find out how the implementation of differentiated learning at SMAN 2 Gunung Talang Solok Regency. 2) To find out the obstacles experienced by teachers in the Independent Curriculum Geography subject in class X SMAN 2 Gunung Talang Solok Regency. The type of research used is descriptive qualitative research. The informants in this study were the principal, teachers and students of class X phase E. The data collection techniques used in this study were observation, interviews and documentation. Data analysis techniques in this study used the Miles and Huberman model, namely data reduction, data display and verification. The results of this study concluded that 1) The application of differentiated learning is very effective to be applied in the classroom as evidenced by the increased interest in learning and student learning outcomes and all stages in the application of differentiated learning from the pre-implementation, implementation and evaluation stages have gone well and all aspects of differentiated learning have been implemented well by geography teachers. But in its implementation there are still some things that need to be maximized again. 2) The problems encountered such as the lack of time in its implementation because each school has allocated time for each teacher and their respective subjects. So that teachers do not have enough time in implementing differentiated learning and limited resources because differentiated learning is still new in its application arises because of the independent curriculum

Keywords: *Differentiated Learning, Implementation, Evaluation*

1. INTRODUCTION

Learning plays a key role in determining students' educational success, through interactions between teachers and students who support each other towards achieving learning goals. The learning process involves deep reciprocal interaction and communication educational context to achieve learning goals. The curriculum in the education system is dynamic and requires continuous change and development to be relevant to current developments. In Indonesia, the education system has undergone many changes, including in curriculum development and learning process.

[1] said that the learning process in schools currently generally still uses conventional methods, where a teacher teaches one class using the same method to all students, even though each student has differences in characteristics and learning styles, such as different levels of cognitive intelligence. different. To help students learn effectively, it is important for teachers to

understand these different learning needs well.

According to [2], Differentiated Learning is an effort to adapt the learning process in the classroom to meet the learning needs of each student. This does not mean teachers have to teach in 32 different ways to 32 students. Differentiated learning involves rational choices by teachers to meet learning objectives, responsiveness to student needs, creating a stimulating learning environment, effective classroom management, and consistent assessment.

[3] in his book entitled "How to differentiate teaching in mixed ability classrooms" groups student needs into three aspects. First, "learning readiness" refers to the level of student readiness to receive the information being taught, including the knowledge they already have and the skills they need to master. This aspect helps teachers adjust the level of difficulty of the material presented according to students' learning needs. Second, "interest" refers to a student's interest in

a particular topic or way of teaching. Paying attention to students' interests can increase their motivation to study more diligently. Third, "learning style" refers to students' preferences for certain ways of understanding and absorbing lesson material. Differentiated learning is a learning model that takes into account the diversity of students in learning according to their readiness, interests and learning styles, with the main focus on students' needs and strengths.

Based on initial observations at SMAN 2 Gunung Talang, Solok Regency, the geography teacher in class. It was found that students have different learning needs and their learning styles are not the same, so teachers must know what students need in carrying out learning, such as teachers must involve students in carrying out learning, and make the learning process more interesting so that students are more active in learning.

The problem faced by geography teachers in implementing differentiated learning in class X at SMAN 2 Gunung Talang, Solok Regency is in terms of time. Since each school has set time allocations for each teacher and subject, it is likely that teachers do not have enough time to evaluate each student's level of knowledge or organize groups based on their knowledge. Apart from that, teachers must also pay attention to students' individual needs, arrange different materials and assignments, and adjust learning methods

Based on these problems, a more creative and innovative learning approach is needed to increase attraction and enjoyment in the learning process. One way is to apply a differentiated learning approach, which can also stimulate the formation of solidarity and tolerance among students. It is hoped that this can increase students' motivation in learning and contribute positively to their learning outcomes

2. METHODS

This type of research is classified as a qualitative approach with descriptive research methods. Qualitative research creates descriptive data in the form of text or speech from research subjects [4]. The location of the research was at SMAN 2 Gunung Talang, Solok Regency. The research procedure begins with identifying problems through initial observations, which aim to obtain initial information about the application of differentiated learning in the implementation of the independent curriculum in the classroom. Data collection techniques used include interviews, observation and documentation.

3. RESULTS AND DISCUSSION

The application of differentiated learning cannot be separated from the teacher who applies it in the classroom. In implementing teaching and learning, teachers have their own way of conveying the material to be given to their students. In the teaching process, a teacher needs to increase understanding and creativity in learning in order to create effective and enjoyable learning, one of which is by using a learning model so that the material is what is given will be easy for students to convey and understand. Because teachers have an important role in learning starting from the preparation, implementation and evaluation stages.

This learning model is an effective, meaningful and fun learning model that can make students more interested in the teaching and learning process in the classroom in geography subjects. The reason differentiated learning is needed is to facilitate and accommodate all the diverse needs of students. By applying this differentiated learning to geography subjects, the teaching and learning process is more interesting and enjoyable because it is able to meet the different learning needs of students

Before carrying out a lesson, an educator must go through several stages. The first stage is the pre-implementation stage. This stage is the first step taken by the teacher so that the teaching and learning process runs well. In implementing differentiated learning, the school has fulfilled the supporting factors in implementing differentiated learning.

Apart from that, implementing differentiated learning also requires media or learning methods because media or methods are very important in supporting the learning process, where the media and learning methods will later support students' understanding and the students will get an appropriate learning experience.

In implementing differentiated learning, there are 3 aspects to its implementation, namely content differentiation, process differentiation and product differentiation. Where in implementing the content the teacher has a strategy or approach to adjust the content in learning based on the different levels of student needs and understanding. Efforts or strategies carried out by teachers to adapt the content in learning depend on the material which must then be adjusted to the learning styles of students in the class.

In the process aspect the teacher must ensure that each student gets an appropriate learning experience so that the teacher must be able to manage time and resources in the classroom.

Because this aspect of the process requires a lot of time from the start of learning until the learning is completed. So strategies are needed so that this time can be used optimally, one of which is by

starting the learning process, the teacher must divide students into groups according to their learning styles, where the groups will continue until the next meeting.

Then, regarding the product/invoice aspect given to students to reflect the differentiation of learning products, the bill is usually given in accordance with the learning material. The learning materials given to students are the same but the only difference is when giving bills to students according to their learning style. The charges given by the teacher are in accordance with each student's learning style. So that the application of product differentiation carried out by the teacher in the classroom is running properly which makes students fulfilled by the application of this differentiated learning.

After carrying out the pre-implementation stage, the next implementation is the evaluation stage. Evaluation is a part that is carried out regularly and in a planned manner, the purpose of which is to measure the level of success in achieving a learning goal. At this stage the teacher evaluates the differentiated learning model that has been implemented in the classroom. The principal has supervised the implementation of differentiated learning in the independent curriculum at SMA N 2 Gunung Talang both in terms of selecting media, methods and assessments that are appropriate to the differentiated learning being implemented

It can be seen that students' understanding after implementing differentiated learning is very good. Evidenced by changes in attitudes experienced by students. And the teachers themselves have started to explore and use better and more creative media. So that in class it makes students active and students are very interested in the ongoing learning.

Apart from that, the students' interest and motivation has increased as evidenced by their good learning results. Because after implementing differentiated learning the teacher measures students' understanding after using differentiated learning, namely by carrying out formative and summative tests which are useful for following up or making improvements in the teaching and learning process in the future. This formative test is used to monitor student progress in learning during

the learning process which aims to improve the learning process carried out and to improve student learning outcomes. Apart from that, the summative test is carried out when all subjects are considered completed.

Based on the results of the formative and summative tests that have been carried out, it can be said that differentiated learning is able to improve student learning outcomes. This formative assessment is usually taken from assignment scores, exercises and daily tests. Whereas for Summative assessment is taken from the end of semester exam. Apart from that, differentiated learning is able to make students more enthusiastic in the teaching and learning process because this learning suits their learning needs both in terms of their own learning style, so that students do not feel bored with the same learning model, namely conventional learning.

And it can increase students' interest in learning so that students are more active in class, which makes learning more fun and runs smoothly. Meanwhile, the obstacle in implementing differentiated learning is in terms of insufficient time because teachers are still hampered in maximizing time in implementing differentiated learning. Because each school has allocated time for each teacher and their respective subjects. And for that, it is very possible that teachers do not have enough time

Table 1. Evaluation of The Application Of Differentiated Learning

Differentiated Learning	Evolution	Action
Application	It has been carried out in the 2022/2023 academic year since the emergence of the independent curriculum	-
Background applied	Because of the different characteristics of students and their learning styles	-
Supporting factors	The school has supported it in terms of facilities and infrastructure and has provided PMM application facilities for teachers	-
Preparation before implementing differentiated learning	Carrying out diagnostic assessments at the beginning of learning for students to find out or see student development and how they learn	-
Teacher preparation in implementing differentiated learning	Prepare modules and determine learning outcomes and prepare methods according to teaching materials	-
Media	In the classroom the teacher uses ppt media, infocus LKPD and quiz and prezzi	Teachers should further develop learning media that will be applied in the classroom.
Assessment	Taken from Affective, Psychomotor and Cognitive assessments as well as assessments in tests or assignments	-
Differentiate content	The content or material provided in the class is the same, the difference is the bill given to students according to their respective learning styles	-
Differentiate the process	In the process carried out in the classroom, there is often a lack of time in implementing differentiated learning because the stages in implementing differentiation require a lot of preparation and the school has allocated time for each teacher and subject.	Usually the teacher outsmarts by dividing the group once at the beginning of the lesson and for unfinished bills to be collected at the next meeting.
Differentiation product	The products provided are in accordance with students' learning styles, such as making posters, presentation slides, podcasts, videos or flash cards	-
Supervision carried out by the school principal	The principal observes teachers in the classroom by asking questions and finding out what challenges the teacher feels in implementing differentiated learning	-
The impact of implementing differentiated learning	For students, students feel happy because it suits their learning style and is fulfilling. For teachers, teachers are more happy to teach in the classroom because students do not feel bored in PBM For schools, learning is more conducive and the end result is that student learning outcomes will be better and their interest in learning will increase	-
Students' understanding and response in the application of differentiated learning	Students are more active or enthusiastic and excited and like this learning in the classroom because they like the differentiated learning model because it suits their learning style.	-
Weaknesses and strengths	The advantages are that students are usually more enthusiastic because it suits their learning style and students are more interested in the bills requested and the teacher can see students' abilities. The disadvantages are that in terms of time, it is usually tight, usually from the bills given.	Unfinished bills are continued at home and collected at the next meeting.
Learning outcomes	In general, student learning outcomes are good, which is like increasing from day to day and students look excited.	-
Solutions provided by the principal	mentoring, providing direction and providing motivation to improve their competence.	By bringing in resource persons who can provide good practices in implementing differentiated learning.
Constraint	Lack of time and limited resources because differentiated learning has only emerged due to the existence of an independent curriculum so teachers don't know enough about differentiated learning	Teachers should improve their understanding of differentiated learning by learning independently on the PMM application provided and using other creative media.

Article 12 paragraph 1 letter (b) states that every student has the right to receive education that suits their interests, talents and abilities. A philosophy that delivers A major influence on differentiated learning in groups is the philosophy espoused by [5], who emphasized progressivism and constructivism. This approach prioritizes individuals in material construction essential lessons, by applying democratic principles in the learning process.

[6] differentiated learning is the practice of adapting curriculum and assessment teaching strategies as well as classroom environments that are useful for meeting all student needs both in terms of process content and products that demonstrate understanding. The application of differentiated learning emerged when there was an independent curriculum.

Differentiated learning has begun to be implemented by teachers in the classroom. And the school itself has supported the implementation of differentiated learning by encouraging teachers to implement learning in the classroom so that teachers will be able to create a pleasant learning atmosphere by carrying out the initial stage, namely providing diagnostic assessments to see student development based on their learning styles and student needs.

Carol Ann Tomlinson is a researcher who is famous for differentiated learning and developing her research on differentiation. In his book *The differentiated classroom responding to the needs of all learners*. Which opens up new views on other ways of learning that use the phrase one size doesn't fit all, which means one way of learning will not fit all. Learning must be seen individually even though learning is grouped but in reality there are different learning readiness, interests and learning styles.

In this case, the teacher is able to prepare media and learning methods which will really help the teacher in supporting students' understanding. The end result is that students will get a learning experience that suits the characteristics of each student.

Differentiated learning also requires assessment in each process. This assessment is seen from cognitive, affective and psychomotor assessments. [7-10] differentiated learning has general characteristics, namely: (1) learning focuses on the main concepts and principles in the learning material (2) evaluation of readiness in the development of learning is accommodated in the curriculum (3) there is a flexible grouping of students (4) students become active explorers. In the evaluation, the teacher must ensure that each student has the opportunity to prove mastery of the material that has been explained.

In the evaluation of differentiated learning, students' understanding after implementing differentiated learning was very good. Evidenced by changes in attitudes experienced by students. Teacher himself has started explore and use better and more creative media. So that in class it makes students active and students are very interested in the ongoing learning. Apart from that, interest and motivation to learn has increased as evidenced by the learning results based on the results of the formative and summative tests that have been carried out which show the results are in line with expectations. It can be said that differentiated learning is very effective learning carried out in the learning and teaching process.

The constraint is lack of time in implementing differentiated learning because differentiated learning has many stages in its implementation from initial planning, adapting the media to the learning material and carrying out ongoing assessments. And another obstacle found was in terms of limited resources because teachers still did not understand differentiated learning because the application of differentiated learning was still relatively new because of the independent curriculum. What makes this independent curriculum interesting is in terms of differentiated learning itself

4. CONCLUSION

The application of differentiated learning has only emerged because of the independent curriculum which has been implemented from the 2022/2023 academic year. The implementation of differentiated learning carried out by geography teachers at SMAN 2 Gunung Talang is already heading towards success but there are still several things that need to be improved in terms of media and teachers are able to develop their own competence so that teachers' understanding of differentiated learning is maximized in its implementation

5. ACKNOWLEDGEMENTS

Teachers can increase their interest and competence in understanding differentiated learning so that teachers are able to prepare learning media that are more interesting for students who have different needs or learning styles.

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