
Differentiate Learning Management To Optimize Student Needs And Learning Outcomes In An Independent Curriculum

M. Mukhibat¹

¹Institut Agama Islam Negeri Ponorogo, Indonesia; mukhibat@iainponorogo.ac.id

Received: 14/12/2022

Revised: 02/03/2023

Accepted: 08/03/2023

Abstract

This study aims to analyze the performance of teachers in junior high schools in applying the differentiation learning model to optimize students' needs and learning outcomes. The method used in this study is the experimental method, namely by testing the differentiation learning model in students when learning whether it is following the needs of students, then presenting student learning outcomes based on the differentiation model in the independent curriculum. The experimental method aims to improve students' thinking skills in discovering and understanding a concept or theory of the studied subject. The results showed that the application of the differentiation model to learning Indonesian could improve student learning outcomes and the learning model to be differentiated according to the needs of students, especially in the current implementation of the independent curriculum, which can be seen from the main pattern of meeting 1 with a classification that is quite decent to admirable in the second meeting pattern 2. This study concludes that the differentiation model can be used during learning because it suits the needs of students and can improve student learning outcomes.

Keywords

Learning Management; Differentiation; Independent Curriculum

Corresponding Author

M. Mukhibat

Institut Agama Islam Negeri Ponorogo, Indonesia; mukhibat@iainponorogo.ac.id



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution 4.0 International License (CC-BY-SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

1. INTRODUCTION

Learning becomes a very important thing in educational activities. Facilitating learning for students is a noble task for a teacher. For this reason, the teacher is not only required to make the learning atmosphere comfortable and exciting but also to understand and master the knowledge of learning management inside and outside the classroom. Teachers must be able to choose and apply learning methods appropriate to the material's complexity and each student's character. So that the methods and approaches applied are genuinely for students' self-development because students are subjects and not objects in teaching and learning activities.

Therefore, teachers must be able to use methods and approaches and appropriate facilities and infrastructure to make the teaching and learning process exciting and fun. Provide the widest possible space for students to be creative and actively involved throughout the learning process. So that cognitive, affective, and psychomotor learners can grow and develop optimally and at the same time without experiencing stunting. Learning interactions, it is strongly influenced by several components, namely: students, teachers, principals, curriculum, school facilities (library), milu, and several other facilities needed in the learning process so that they will support the quality of learning. Thus, learning activities can bring changes to students, both changes in knowledge, behavior, and skills. With these changes, students will be trained to solve life's problems and adapt to their environment (Tilaar, 2018).

The Independent Curriculum is an educational approach in which students can choose the subjects they want to study (Suryaman, 2020). In this context, differentiated learning becomes very important because students can choose the subjects that interest them the most. Therefore they will have greater motivation to learn. Differentiated learning is a concept in which teachers use different strategies to suit students' learning needs (Stavrou and Koutselini, 2016). This means recognizing that each student has unique learning needs and that one learning method may only be effective for some students.

The Merdeka Curriculum is critical in facilitating students in acquiring the knowledge and skills needed to become independent and creative individuals. The following are some of the teacher's roles in the Independent Curriculum (Marisa, 2021): 1) Becoming a facilitator: The teacher becomes a facilitator in the teaching and learning process, which refers to an independent curriculum. Teachers help students to develop knowledge and skills through an open, creative, and student-centered approach. 2) Introducing critical thinking: The teacher is responsible for teaching students how to think critically and analytically about various problems and issues that exist in society; 3) Developing collaboration: The teacher also teaches students about the importance of cooperation and collaboration in the learning process. In the Merdeka Curriculum, students are taught to work together in solving problems and developing creativity; 4) Guiding and providing support: The teacher must be someone who can guide students in developing their potential and provide the support needed to overcome difficulties in the learning process, 5) Become a liaison: The teacher also acts as a liaison between students and the community and the surrounding environment. They help students understand and know more about various social, cultural, and environmental issues.

Overall, the teacher's role in the Independent Curriculum is to facilitate students in acquiring the knowledge and skills needed to become independent, creative, and able to adapt to societal changes. Teachers must develop an open and creative approach to meeting students' learning and self-development needs.

The teacher is the leader of the learning achievement. Appropriate teacher personality based on a pedagogic approach that prioritizes skills when understanding each student's characteristics will be able to develop appropriate competencies that can make students understand the material they teach (Saputra, 2019)

Thus it is hoped that it can foster students' enthusiasm for learning so that their learning needs can be met (Rama, A., Putra, RR, Huda, Y., & Lapisa, 2022). The ability of an extraordinary teacher must be

seen from his capacity to become a teacher, which consists of scholastic, master, individual, and social capacities. One part of the capacity of educators by the General Instruction of Imams of the Republic of Indonesia Number 16 of 2007 concerning the Principles of Scholastic Ability and Teaching Ability is proficiency (Permendikbud No. 16 Tahun 2007. Permendiknas suggests that a teacher must be talented in completing the master's execution. The ability to show specialists, as referred to in Permendiknas Number 16 of 2007, includes teacher skills to (1) be fluent in material, plans, thoughts, and mental reasoning that maintains the subject being taught; (2) dominating, in general, the ability and capacity of beginners in the subject/progress space being educated; (3) coordinated and innovative development of learning materials; (4) development of monetarily noteworthy capabilities by taking intelligent action; and (5) using information progress as well as for habituation and self-development (Prasetio, 2019).

A person's behavior changes in learning activities, including knowledge, understanding, and attitudes obtained through the learning process. Changes in behavior obtained are the result of interaction with the environment. One of these interactions is the learning process obtained at school (Creswell, 2012). Therefore, it can be said that through learning, a person can get something new, knowledge, skills, or attitudes. One of the reasons for the low interest in learning language among students is largely due to the absence of variations in learning strategies introduced by teachers to students. Each individual student, during the learning process, understands that there are varied backgrounds and learning styles (Risza et al., 2022). By knowing this, of course, teachers are required to be more creative when making lesson plans so that every student can easily understand the concepts being studied regardless of the differences (Apri, DSK, 2015)

Teachers have made various efforts to make learning more enjoyable, such as collaboration between learning in the classroom and outside the homeroom teacher, learning analysis, and others. However, they do not have the option to achieve the expected goals, so students' interest in learning is generally still low, with increased learning outcomes (Maghfiroh & Sholeh, 2022). These answers, it is expected to develop the learning system further. Teachers should choose methodologies, models, and learning strategies without obstacles and be able to use them in proportion to the material that will be explained to students in learning (Azizah, 2021). In this regard, the authors consider it important to change the implementation of learning to compose by using a more different approach, to particular differentiation as an important task in implementing learning. The differentiated learning paradigm sees that all students have their own uniqueness (Risza et al., 2022). Differentiated learning provides the needs needed by students. The differences in individual students must be a concern because of the different inputs. This is because students grow up in different environments and cultures. Learning is carried out in various ways to understand students' interests and talents (Trianto, 2009).

Differentiated learning is also defined as a way of recognizing and teaching according to the talents and learning styles of different students (Morgan in Wahyuni, 2022). The teacher provides student facilities according to their needs because each student has various characteristics, so they cannot be given the same treatment. The characteristics or characteristics of differentiated learning include; the learning environment invites students to learn, the curriculum has clearly defined learning objectives, continuous assessment, the teacher responds to or responds to student learning needs, and effective class management (Siregar and Wahyuni, 2022). Many teachers are not used to imagining how to approach differentiation learning. Because they have been used to and have long carried out a one-way and teacher-centered learning process (Teacher-Centered) (Fitriana, 2019) strategy, it is hoped that it will lead to learning activities according to needs and get good learning outcomes. Therefore, in this study, management of differentiated learning in junior high schools will be carried out to optimize student needs and student learning outcomes.

2. METHODS

This research is survey research conducted online. The population of this study was 75 teachers

who taught at the junior high school level, both from public and private schools in the South Coast region (Sugiyono, 2015). Withdrawal of the research sample was carried out using the saturated sample method; the entire population was used as a sample (Situmorang, 2008). Research data was collected by distributing questionnaires to all samples (Creswell, 2014). The research instrument is a questionnaire distributed online using the Google form link. The instrument sheet has five alternative answers consisting of strongly agree, agree, undecided, disagree, and strongly disagree (Arikunto Suharsimi, 2013). The results obtained on the research instrument were then analyzed using quantitative and qualitative descriptive analysis. Quantitative descriptive analysis was carried out using the percentage formula. In contrast, the qualitative descriptive analysis described research data linked to previous research results (Sugiyono, 2017).

3. FINDING AND DISCUSSION

Based on the analysis of the distribution of the questionnaires, four findings were found in the study, which was adjusted to the research indicators. The first finding relates to indicators of teacher readiness in managing differentiated learning in implementing the independent curriculum. The results of data analysis on the first indicator can be seen in Figure 1. Figure 1 shows that most teachers are ready for differentiated learning management in implementing the independent learning curriculum. Only 2% of teachers doubt implementing differentiated learning in the independent learning curriculum. The second finding in the research relates to the optimality of differentiated learning to the needs of students. The findings on the second indicator can be seen in Figure 2.

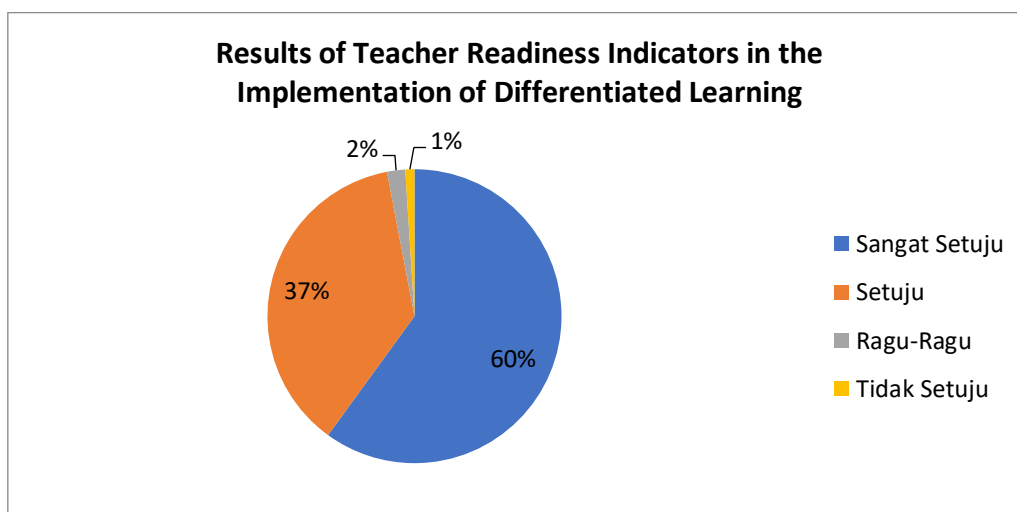


Figure 1. The results of the questionnaire indicators of teacher readiness in the implementation of differentiated learning in the independent curriculum

In Figure 1, it can be seen that 60% of teachers strongly agree and are ready to implement differentiated learning management in the independent curriculum. In comparison, 37% of teachers agree with implementing differentiated learning management in the independent curriculum. There are 2% of teachers are hesitant to implement differentiated learning management in the independent curriculum. Independent curriculum and one respondent disagreed with implementing differentiated learning management in the independent curriculum. Based on the interview results with the respondent, he stated that he had difficulty changing learning; even the independent learning curriculum was still challenging to understand, especially with the new learning model.

Based on the survey results, the government still has to work hard to be ready to carry out learning differentiation. The government must provide continuous training and professional development activities, relevant reading and literacy, encourage educators to collaborate with other educators, and

provide practical strategies. All of this is intended for all teachers to understand that students have different learning needs and must learn how to identify these needs. This involves understanding student learning styles, learning styles, interests, and student strengths and weaknesses. So it is a necessity for educators to know various learning strategies that can be used to accommodate the different learning needs of each learner, both differences in strategy, media, material, process, assessment, and even output so that providing educator feedback to students according to the competence of students who have achieved during the learning process.

In addition, classroom management skills are something that should be addressed. Education needs to have practical classroom management skills to be able to facilitate differentiated learning. This includes managing the class effectively, motivating students, overcoming challenges, and maintaining classroom discipline. To carry out good classroom management, education must have a sufficient understanding of educational technology. The argument is that educational technology can help implement differentiated learning. Educators must be skilled in using software in interactive learning, web-based learning programs, and applications that can help identify student needs.

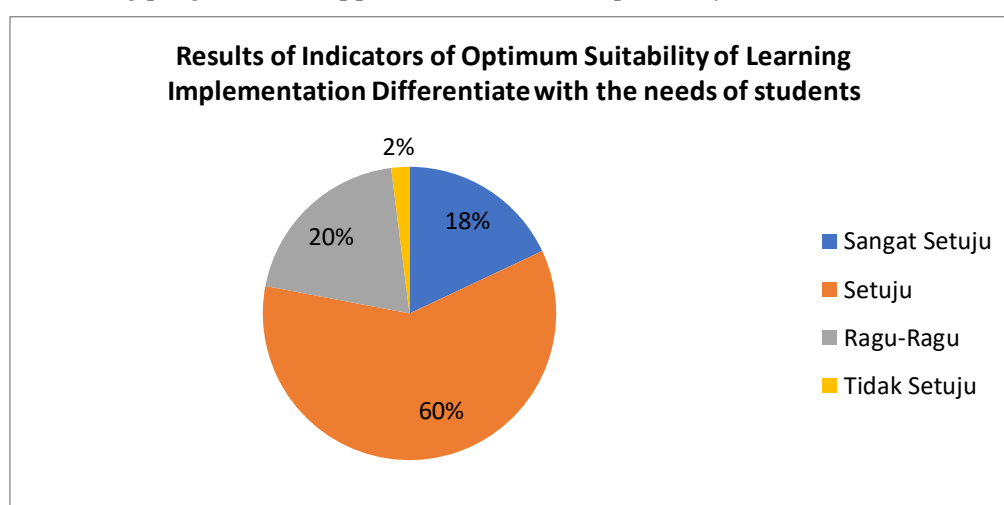


Figure 2. The results of the questionnaire indicators of the optimal implementation of learning differ from the needs of students in the independent curriculum

Furthermore, in Figure 2, it is known that the results of the questionnaire indicators of the optimal implementation of learning are differentiated from the needs of students in the independent curriculum by the needs of students in implementing their learning; this can be seen from the results of the questionnaire conducted on teachers as respondents, 18% of teachers strongly agree that learning management is differentiated very appropriate to the needs of students at this time, as many as 60% of teachers agree regarding differentiated learning that suits students' needs and 20% of teachers are still unsure about this differentiated learning, most argue that this learning is appropriate but not so much needed by students, so learning For now, it seems like it has not become a priority for students' needs. Meanwhile, 2% of teachers disagreed, stating that the implementation of differentiated learning management was not to the needs of students, as well as the current needs of the school. Therefore, there is no need for this differentiated learning.

This result does not mean that teachers categorically reject differentiated learning; teachers still admit that differentiated learning benefits students. However, some obstacles and difficulties in its implementation are difficult to avoid, for example, time constraints, where implementing differentiated learning can take time. Longer than traditional learning methods. Teachers need to plan and prepare different learning strategies for each student, which can be very challenging when time is limited (Pane and Sorta Lumbantoruan, 2022). In addition, identifying students' abilities is also a problem for Education when the number of study groups is significant.

To overcome obstacles and difficulties in implementing differentiated learning, educational institutions must provide sufficient support and resources for teachers, provide continuous professional training and development, and involve parents and students in the learning process to build a strong partnership between families and institutions of Education.

After seeing the questionnaire results related to implementing differentiated learning management, it is known that most teachers are ready to implement it. Most teachers also think that this differentiated learning is appropriate to continue because it is considered to be by the needs of students in learning and can also be used in learning the implementation of the independent curriculum. So it is obtained that differentiated learning is ready to be carried out by most teachers in secondary schools and is by the characteristics of high school students. Therefore, implementing differentiated learning in the independent curriculum can be continued in schools.

The following is the result of implementing differentiated learning in terms of student learning outcomes:

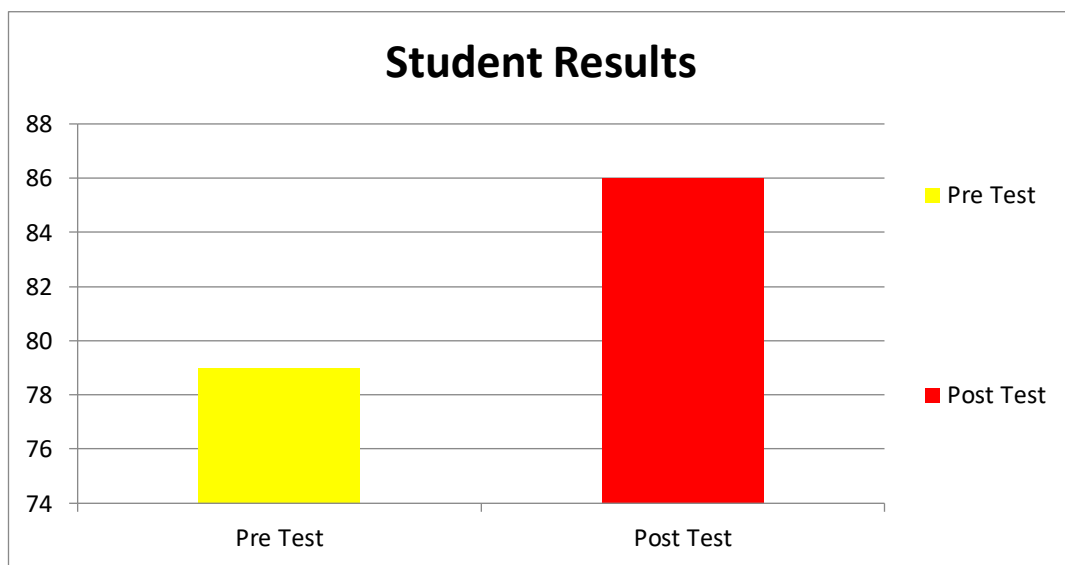


Figure 3. Pre-test and post-test results in the implementation of differentiated learning

Based on the results of the pre-test and post-test, there was an increase in learning outcomes in differentiated learning; there was an increase in the average learning outcomes of students, namely during the pre-test, the average value was 79, while during the post-test, the average student score was 86 so that it can be seen that there is an increase in student learning outcomes.

Therefore it is known that the management of differentiated learning can improve the learning outcomes of high school students, so differentiated learning, especially in the implementation of independent curriculum learning, is effective for use and can be implemented in schools.

Through differentiated learning, teachers can accommodate the various learning needs of students so that each student can reach their maximum potential. By optimizing student learning outcomes by paying attention to individual differences among students, teachers can design learning strategies that suit the needs of each student (Stavrou and Koutselini, 2016). This can help students to reach their maximum potential and obtain better learning outcomes. Differentiated learning can also increase student participation in the learning process . When students feel that their learning needs are accommodated and allowed to learn at a level that suits their abilities, they will be more motivated to engage in learning.

Differentiated learning has markedly improved students' social and emotional abilities: Differentiated learning can help students to develop socially and emotionally. In an inclusive learning

environment, students learn to appreciate their differences and cooperate with other students with different learning needs (Suryaman, 2020). Differentiated learning is also very much in line with the demands of 21st-century skills; namely, education must be able to develop and cultivate critical and creative skills: Differentiated learning can help students to develop critical and creative skills. When students learn at a level that suits their abilities, they will feel more confident to take risks in the learning process and develop new creative ideas.

In addition, the broader impact is that differentiated learning can increase parental involvement in education: Differentiated learning can help increase parental involvement in education. Parents will be more involved in the learning process when they see that their child's learning needs are accommodated and they get better learning outcomes.

Learning management is one of the important things that the teacher must consider before carrying out the learning process. Management is a method for achieving maximum and all-encompassing operational goals. Planning, scheduling, staffing, leading and leading, and managing (controlling) are all used to achieve a goal by maximizing all available facilities (Siregar and Wahyuni, 2022). Learning management aims to create an active, innovative, creative, effective, and enjoyable learning process. The creation of active students who can develop their interests and talents in order to achieve religious and spiritual depth, and professional competence, have skills and intelligence, have a noble character, and are skilled at positioning themselves in society, nation, and state (Duke CH, Yin J, Zhang X, and EB, Akuse, Shah GH 2019) and the implementation of teaching and learning activities that are effective, efficient, quality, and accountable (Tiara Agustiani Mahardika, I Made Putrawan 2021) Learning will be carried out well if the teacher can manage the class and the learning process properly. In addition, good learning management will also be able to help and facilitate educators in assessing students. Before completing the learning system in class, a competent educator will organize and make learning rules in the study room so that the teacher does not teach according to his own wishes during the learning system.

When carrying out learning administration, teachers need to understand learning ideas and continue coaching educational programs such as preparing schedules, planning illustration designs, and carrying them out through teaching and learning exercises in class (Sagala, 2012). In this way, it will also further develop a learning system that positively impacts students. One of the efforts that can be made to refine the learning system completed by the teacher is through management exercises. Supervision is an effort to further develop teaching and learning conditions, with implementation management will assist educators by working on educational properties to help students learn better.

Supervision in differentiated learning is essential to help teachers improve and develop their teaching practices. This supervision will assist educators in helping identify student needs: Through supervision, supervisors can assist teachers in identifying individual student learning needs (Kompensasi et al., 2020). By understanding the needs of students, teachers can design learning strategies that suit the needs of each student. In addition, supervisors can provide constructive feedback so that educators can improve their learning practices. Supervisors can assist teachers in identifying areas where they can improve and provide advice and support to improve learning practices. So that through this research study, it can be seen that the management of differentiated learning can be used as a reference for previous research.

4. CONCLUSION

This study concludes that most teachers are ready to carry out differentiated learning, especially in the independent curriculum, as evidenced by the results of filling out the questionnaire given to teachers as respondents. Most teachers agree that this differentiated learning is to the needs of students. So that it can be continued to be implemented in schools. Based on the results of the pre-test and post-

test, there was an increase in learning outcomes in differentiated learning; there was an increase in the average learning outcomes of students, namely during the pre-test, the average value was 79, while during the post-test, the average student score was 86 so that it can be seen that there is an increase in student learning outcomes. Thus it can be explained that differentiated learning is essential in the current educational context. This can help students reach their maximum potential and achieve better learning outcomes while developing their social, emotional, creative, and intellectual skills.

REFERENCES

- Apri, D. S. K., & Rusmawan. 2015. "Kendala Guru Sekolah Dasar Dalam Implementasi Kurikulum 2013." *Cakrawala Pendidikan* 15(1):457–67.
- Arikunto Suharsimi. 2013. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Azizah, Amirah Al May. 2021. "Analisis Pembelajaran Ips Di Sd/Mi Dalam Kurikulum 2013." *JMIE (Journal of Madrasah Ibtidaiyah Education)* 5(1):1. doi: 10.32934/jmie.v5i1.266.
- Creswell, J. W. 2014. "Research Design: Qualitative, Quantitative and Mixed Methods App Roaches (4th Ed.). Thousand Oaks." SAGE.
- Creswell, John W. 2012. "Planning, Conducting, Evaluating, Quantitative and Qualitative Research (Fourth Edition)." *Educational Research*.
- Duke CH, Yin J, Zhang X, Blankenship, and Fung ICH EB, Akuse, Shah GH. 2019. "Analysis Of Curriculum in Finland." *The Permanente Journal* 23(1):1–6. doi: 10.7812/tpp/18-094.
- Fitriana. 2019. "Analisis Kebijakan Kurikulum." *Jurnal Kajian Bahasa, Sastra Indonesia, Dan Pembelajarannya* 3:43–54.
- Kompensasi, Pengaruh, Yeni Ariesa, Jakson Kamal, Alexandrio Emmanuel, Rita Hayati, Yasir Arafat, Artanti Puspita Sari, Syarwani Ahmad, Ade Silvia Utari, Yenny Puspita, M. Imansyah, Yasir Arafat, Dessy Wardiah, Endang Yulianti, Yasir Arafat, and Dessy Wardiah. 2020. "(Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan) P-ISSN: 2548-7094 E-ISSN 2614-8021." 5(2).
- Maghfiroh, Nailyl, and Muhamad Sholeh. 2022. "Implementasi Kurikulum Merdeka Belajar Kampus Merdeka Dalam Menghadapi Era Disrupsi Dan Era Society 5.0." *Jurnal Inspirasi Manajemen Pendidikan* 09(05):1185–96.
- Marisa, Mira. 2021. "Inovasi Kurikulum 'Merdeka Belajar' Di Era Society 5.0." *Santhet: (Jurnal Sejarah, Pendidikan Dan Humaniora)* 5(1):72. doi: 10.36526/js.v3i2.e-ISSN.
- Pane, Rezeki Noris, and Sinta Dameria Simanjuntak Sorta Lumbantoruan. 2022. "Implementasi Pembelajaran Berdiferensiasi Untuk Meningkatkan Kemampuan Berpikir Kreatif Peserta Didik." *BULLET : Jurnal Multidisiplin Ilmu* 1(03):173–80.
- Prasetyo, Ari. 2019. "Pengembangan Bahan Ajar IPS Menggunakan Augmented Reality Pada Kurikulum Merdeka." *Management Analysis Journal* 1(4):1–8.
- Rama, A., Putra, R. R., Huda, Y., & Lapisa, R. 2022. "Pengembangan E-Modul Menggunakan Aplikasi Flip Pdf Professional Pada Mata Kuliah Analisis Kurikulum Pendidikan Dasar." *JRTI (Jurnal Riset Tindakan Indonesia)* 7(1):42–47.
- Risza, Handi, Fatchiah Kertamuda, Retno Hendrowati, and Johan Ramadhan Nurwardana. 2022. "Evaluasi Pelaksanaan Program Merdeka Belajar Kampus Merdeka Oleh Pimpinan Universitas Paramadina (UPM)." *Jurnal Manajemen Dan Bisnis Madani* 4(1):1–14.
- Saputra, Targana Adi. 2019. "Kurikulum Merdeka Bagi Pendidikan Dasar: Analisis Perspektif." *Edu*

Humaniora Jurnal PGSD UPI 1(2).

- Siregar, Irma Suryani, and Sri Wahyuni. 2022. "Analisis Manajemen Kurikulum Di Perguruan Tinggi (Studi Kasus Pada Prodi MPI STAIN Mandailing Natal)." *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan* 19(1):72–84. doi: 10.25299/al-hikmah:jaip.2022.vol19(1).9193.
- Situmorang, S. H. 2008. *Analisis Data Penelitian*. Cetakan Ke. Medan: USU Press.
- Stavrou, Theoula Erotocritou, and Mary Koutselini. 2016. "Differentiation of Teaching and Learning: The Teachers' Perspective." *Universal Journal of Educational Research* 4(11):2581–88. doi: 10.13189/ujer.2016.041111.
- Sugiyono. 2015. *Metode Penelitian Dan Pengembangan*. Bandung: Alfabeta.
- Sugiyono. 2017. *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*. Bandung: Alfabeta.
- Suryaman, M. 2020. "Orientasi Pengembangan Kurikulum Merdeka Belajar." 13–28.
- Tiara Agustiani Mahardika, I Made Putrawan, & Diana Vivanti Sigit. 2021. "Curriculum Analysis." *IJEEM - Indonesian Journal of Environmental Education and Management* 6(2):218–30.
- Tilaar, H. A. .. 2018. *Standar Pendidikan Nasional: Suatu Tinjauan Kritis*. II. Jakarta: Rineka Cipta.
- Trianto. 2009. *Mendesain Model Pembelajaran Inovatif-Progresif, Konsep, Landasan, Dan Implementasinya Pada Kurikulum Tingkat Satuan Pendidikan*. Jakarta: Kencana Pranamedia.

