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DIFFERENTIATE LEARNING MANAGEMENT TO OPTIMIZE STUDENT NEEDS AND LEARNING OUTCOMES IN AN INDEPENDENT CURRICULUM

ABSTRACT

This study aims to manage teacher performance in junior high schools by applying a 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 in accordance with 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 subject being studied. 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. The conclusion in this study is 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

PRELIMINARY

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 interesting, but the teacher must also understand and master the knowledge of learning management both inside and outside the classroom. Teachers must be able to choose and apply learning methods that are appropriate to the complexity of the material and the character of each student. So that the methods and approaches applied are truly in accordance with the self-development of students because students are subjects and not as objects in teaching and learning activities.

Therefore, teachers must be able to use methods and approaches as well as use appropriate facilities and infrastructure so that the teaching and learning process becomes interesting 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. In 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, of course, students will be trained in solving life's problems and be able to adapt to their environment.

The teacher is the leader of learning achievement. The 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 (Handiyani & Muhtar, 2022). Thus it is expected to foster students' enthusiasm for learning so that their learning needs can be met. 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 in accordance with 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. 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 (Sisdiknas, 2014).

In learning activities there is a change in behavior in a person, 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 (Iskandar, 2021). Therefore, it can be said that through learning a person can get something new, be it 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 and understands that there are varied backgrounds and learning styles. 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 (Astuti et al., 2021).

Basically, various efforts to make learning more interesting have been made by teachers, for example collaboration between learning in the classroom and outside the

homeroom teacher, learning analysis, and others. However, actually do not have the option to achieve the expected goals, so that student interest in learning is generally still low with increased learning outcomes. From these answers it is expected to further develop the learning system. Teachers should choose methodologies, models, learning strategies without obstacles and be able to use them in proportion to the material that will be explained to students in learning. In this regard, the authors consider it important to change the implementation of learning to compose by using a more different approach, to special differentiation as an important task in the implementation of learning. The differentiated learning paradigm sees that all students have their own uniqueness. Differentiated learning provides the needs needed by students. The differences that exist 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 a variety of ways to understand students' interests and talents (Faiz et al., 2022).

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, there is continuous assessment, the teacher responds to or responds to student learning needs, and class management is effective (Siagian et al., 2022). Many teachers are not used to imagining how to approach differentiation learning. Because they are used to and have long carried out a one-way learning process and are centered only on the teacher (teacher centered) (Herwina, 2021). With the right learning strategy is expected to lead to learning activities that fit the 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.

METHOD

This research is a 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. Withdrawal of the research sample was carried out using the saturated sample method, namely the entire existing population was used as a sample. Research data collection was carried out by distributing questionnaires to all research

samples. The research instrument is a questionnaire which is distributed online using the Google form link. On the instrument sheet there are 5 alternative answers consisting of strongly agree, agree, undecided, disagree, and strongly disagree. The results obtained on the research instrument were then analyzed using quantitative and qualitative descriptive analysis. Quantitative descriptive analysis is carried out using the percentage formula while qualitative descriptive analysis is carried out by describing the research data which is then linked to the results of previous studies.

RESULTS

Based on the analysis of the distribution of the questionnaires, four findings were found in the study which were adjusted to the research indicators. The first finding relates to indicators of teacher readiness in managing differentiated learning in the implementation of the independent curriculum. The results of data analysis on the first indicator can be seen in Figure 1. The results in Figure 1 show that most teachers are ready for differentiated learning management in implementing the independent learning curriculum and only 2% of teachers express doubts in implementing differentiated learning in implementing 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.

Results of Teacher Readiness Indicators in the Implementation of Differentiated Learning

2% 1%

37%

60%

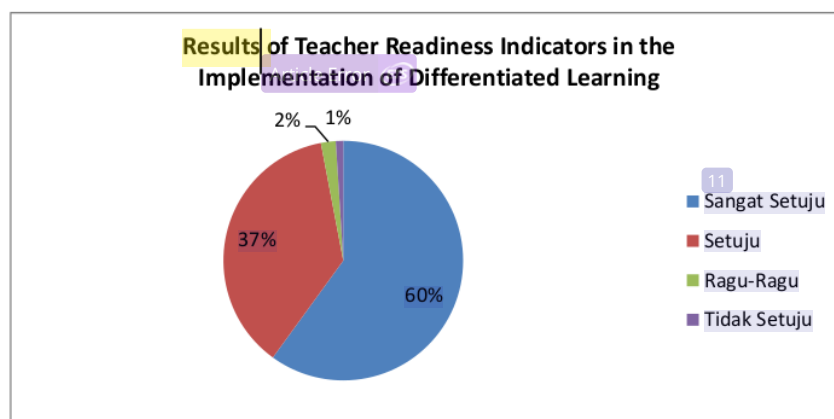- Sangat Setuju
- Setuju
- Ragu-Ragu
- Tidak Setuju

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, while 37% of teachers agree with the implementation of differentiated learning management in the independent curriculum, and there are 2% of teachers who are hesitant in implementing differentiated learning management in the independent curriculum. independent curriculum, and there was 1 respondent who disagreed with the implementation of differentiated learning management in the independent curriculum. Based on the results of the interview with the respondent, he stated that he had difficulty in changing learning, even the independent learning curriculum was still difficult to understand, especially with the new learning model.

Results of Indicators of Optimum Suitability of Learning Implementation Differentiate with the needs of students

- Sangat Setuju — 18%
- Setuju — 60%
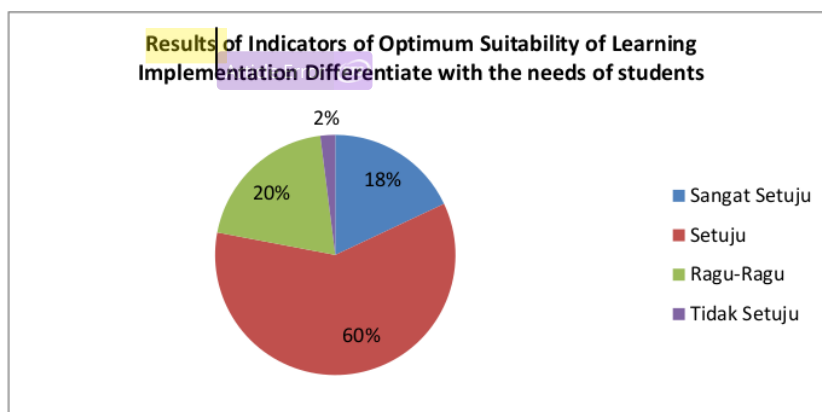- Ragu-Ragu — 20%
- Tidak Setuju — 2%

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 with the needs of students in the independent curriculum in accordance with 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 hasn't become a priority for students' needs. Meanwhile, there were 2% of teachers who disagreed, stating that the implementation

of differentiated learning management was not in accordance with the needs of students, as well as the current needs of the school. Therefore, there is no need for this differentiated learning.

After seeing the results of the questionnaire related to the implementation of differentiated learning management, it is known that most teachers are ready to implement differentiated learning management and most of the teachers also think that this differentiated learning is appropriate to continue and also because it is considered to be in accordance with the needs of students in learning, and has 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 in accordance with the characteristics of high school students, therefore the implementation of differentiated learning in the independent curriculum can be continued to be implemented in schools.

The following is the result of implementing differentiated learning in terms of student learning outcomes:
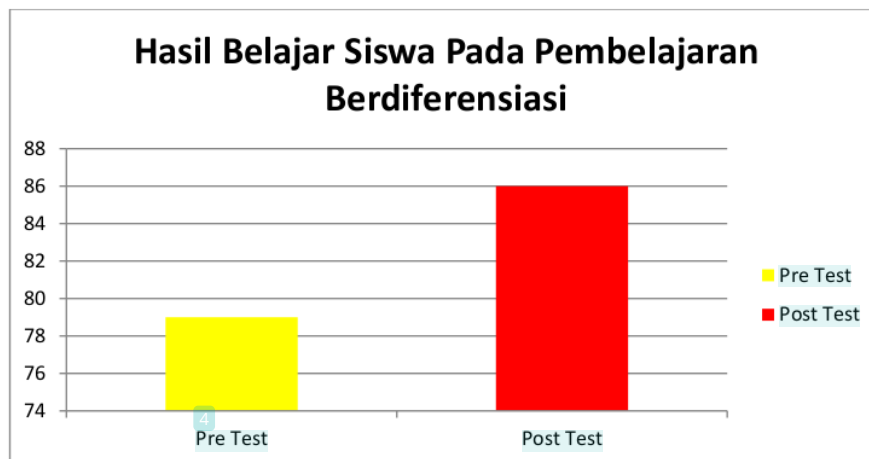
Figure 3. Pre-test and post-test results in the implementation of differentiated learning

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 that differentiated learning, especially in the implementation of independent curriculum learning, is effective for use and can be implemented in schools.

Learning management is one of the important things that must be considered by the teacher 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. The purpose of learning management is to create an active, innovative, creative, effective and enjoyable learning process. The creation of active students can develop their interests and talents in order to achieve religious spiritual depth, professional competence, have skills and intelligence, have noble character, and be skilled at positioning themselves in society, nation and state (Hadiati & Fidrayani, 2019; Idhayani et al., 2020; Syahrani, 2022), and the implementation of teaching and learning activities that are effective, efficient, quality, and accountable (Solong & Najamuddin, 2021). Learning will be carried out properly if the teacher is able to 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. A competent educator before completing the learning system in class will organize and make learning rules in the study room so that during the learning system the teacher does not teach according to his own wishes.

Teachers when carrying out learning administration need to understand learning ideas and continue with 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 has a good impact on 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. 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.

CONCLUSION

The conclusion in this study is that most teachers are very ready to carry out differentiated learning, especially in the independent curriculum, as evidenced by the results of filling out the questionnaire that has been given to teachers as respondents, and most teachers agree that this differentiated learning is in accordance with the needs of participants. students so that they can continue 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.

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(ETS) **Article Error** You may need to use an article before this word.

(ETS) **P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

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(ETS) **P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

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Article Error You may need to use an article before this word. Consider using the article **the**.

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Garbled Grammatical or spelling errors make the meaning of this sentence unclear. Proofread the sentence to correct the mistakes.

Article Error You may need to remove this article.

Article Error You may need to use an article before this word. Consider using the article **the**.

Missing "," You may need to place a comma after this word.

S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

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S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

Missing "," You may need to place a comma after this word.

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P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

Missing "," You may need to place a comma after this word.

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