



IMPLEMENTATION OF DIFFERENTIATED LEARNING IN IMPROVING STUDENTS' LEARNING SUBJECTS RESULTS AT SDN 2 KARANG LUHUR

Nawal El Moutawaqil^{1*}, Moh. Rusnoto Susanto²

^{1,2}Sarjanawiyata Tamansiswa University, Indonesia
Email: nawalelmoutawaqil@gmail.com¹

Abstract

This community service activity aims to improve student learning outcomes in the Arts, Culture, and Stage Basics (SBDP) subjects at SDN 2 Karangluhur by implementing differentiated learning. The research subjects consisted of 33 fifth-grade students, with a ratio of 20 female students and 13 male students. The observations and questionnaires showed significant variations in students' multiple intelligences, with 39% being visually spatially intelligent, 12% being kinesthetically intelligent, and 48% being musically intelligent. Teachers apply differentiated learning strategies to overcome these intelligence differences and increase student interest and participation. The initial mapping of students' multiple intelligences is the basis for giving students the freedom to choose roles in the performing arts. Observation results show increased students' active and total participation in the performance, creating an inclusive learning environment that embraces diversity.

Differentiated fine arts learning is a practical approach to overcoming obstacles and increasing student interest and participation in fine arts learning at the elementary level. This approach pays attention to students' multiple intelligences and provides space for students' creativity and personal expression in the context of inclusive learning. This activity's results can positively contribute to the quality of fine arts learning in elementary schools and stimulate students' creative potential and expression.

Keywords: Differentiated Learning, Learning Outcomes, SBDP Lessons

INTRODUCTION

Education is one of Indonesia's primary goals. It calls for educating the nation's life as stated in the 1945 Constitution. The right to education is guaranteed and compulsory for every citizen, in line with the mandate of the constitution and education regulations, such as Law number 20 in 2023 concerning the National Education System. One learning content to achieve that goal is through arts. Arts have a strong rationality in the independent curriculum (curriculum Merdeka). The arts can develop creativity, self-expression, and personal identity. Arts can be related to problem-solving in real life. Arts can also improve students' emotional well-being. Art education can reduce stress and improve mood (Yeningsih, 2018). Ideally, arts can embrace the diversity of students in terms of talents, interests, learning styles, multiple intelligences, and others.

Obstacles in arts, such as a lack of student interest in learning cultural arts, are among the main obstacles for art teachers (Arham, 2022). This lack of interest can hinder the learning process and its achievement. Two main aspects cause students to lose interest in learning—first, internal factors in students, such as physical condition and health status. Physical health disorders, primarily visual and hearing impairments, can cause decreased interest in learning. Psychological aspects such as attention, observation, and memory are also important factors in increasing interest in learning. Second, family,

environmental, and non-school factors can affect students' interest in learning. Family support and motivation and using learning media in the learning process also encourage students' interest in learning. Therefore, to succeed in the learning process, the teacher's role is vital in dealing with different student characteristics, using supportive learning methods, and increasing interest in learning.

Barriers to arts, outstanding arts, can be identified based on various aspects of the educational environment. One of the main obstacles is studying because of a lack of interest in cultural arts subjects, such as outstanding arts. This low interest can be a significant obstacle that reduces the effectiveness of learning (Lisdawati, 2019). Factors that cause students to lose interest in education are related to aspects of themselves, such as physical condition and health. Health problems, especially those affecting vision and hearing, can adversely affect a student's interest in learning. In addition, psychological aspects such as attention, observation, and memory are essential factors. Obstacles can also come from outside the family, neighborhood, or school. Lack of support and motivation from unsupportive families, neighborhoods, and schools can be a severe obstacle. The lack of variety and the use of innovative learning models and methods also contribute to low interest in learning.

Obstacles in teaching Arts and Crafts material in elementary schools in the Kembar sub-district include limited material in modules, difficulty understanding material that is considered too comprehensive, and support, including limited media and limited learning support facilities and infrastructure (Saputro & Wijayanti, 2021). Teachers and students work together to provide the media they need to practice. Still, the limited choice is also an obstacle, as is the need for teachers' knowledge and skills, especially those who need an art background. Challenges in implementing the 2013 curriculum include limited teaching materials, a limited understanding of the curriculum, and a broadening of teachers' horizons in arts, culture, and crafts. Factors such as teacher education background, age, and employment status also affect teacher performance in teaching arts. To overcome these obstacles, efforts are needed to improve teaching materials, increase teacher understanding, and provide exceptional facilities and training.

Art is an interactive process that involves exploring, expressing, and appreciating various art forms, such as fine art, music, dance, drama, and literature (Saputro & Wijayanti, 2021). The purpose of studying fine arts is not limited to developing technical skills but also focuses on developing creativity, imagination, and understanding of art values. Through arts, students can develop their artistic potential, explore various cultural expressions, and understand the depth of meaning in art. Arts also play a role in character development, improving critical thinking skills and enriching students' aesthetic experiences.

These barriers to arts can be overcome through differentiated learning. Differentiated learning is a learning approach that adapts methods, materials, and assessments to the diversity of students in the classroom. Teachers use different strategies to address students' learning styles, levels of understanding, and interests, thus enabling each student to grow to their potential (Ambarita et al., 2023). In this

context, teachers can present material with different difficulty levels, use various teaching methods, and provide assessments considering how students express their understanding. In addition, differentiated learning also involves forming groups that can be modified, using customized resources, and creating lesson plans that consider individual learning needs. Therefore, this approach aims to create an inclusive learning environment where all students can achieve optimal levels of success. Differentiated learning can be applied through content, process, and product.

Content differentiation is learning that adapts material to the uniqueness of students (needs, speed, learning styles, and interests). Teachers design learning materials to be accessible to all students by paying attention to the uniqueness of each student. This method involves using various resources and materials, organizing learning activities, and adjusting the curriculum to ensure all students achieve maximum understanding according to their abilities. This approach helps create an inclusive learning environment that embraces student diversity, supports individual differentiation, and encourages overall academic achievement.



Figure 1 Photo with the Activity Organizer

Process differentiated learning is an educational strategy that focuses on different teaching and learning approaches to accommodate students' learning styles and needs in the classroom. Teachers play an essential role in understanding the differences between students. Teachers develop learning strategies that suit different levels of ability and pace of learning. Examples of its application include providing different teaching, adapting working groups, and using various learning support tools such as multimedia and interactive technology. This approach aims to make the learning process more effective and appropriate for each student by creating an inclusive learning environment, maximizing each student's potential, and encouraging optimal cognitive, emotional, and social development. This approach proactively recognizes that each student has a unique learning style and responds differently to learning stimuli.

Product-differentiated learning refers to an approach to the educational process that emphasizes the different forms of assessment and the final product students produce. This approach aims to provide space for students who have different abilities and interests to express their understanding through various forms of work and products. Teachers play a role in developing assignments and projects tailored to student needs by providing options that match student interests and evaluating the final

product, considering individual differences. Students can develop creativity, motivation, and meaningful learning by applying product differentiation.

Differentiated learning has a good impact on the learning process. First, this approach allows teachers to facilitate the uniqueness of students: level of ability, learning style, and interests. Thus, each student can learn in a way that suits his needs and potential. Second, differentiated learning stimulates students' motivation by providing challenges appropriate to their ability level. This can prevent student boredom or confusion that may arise if the learning material is not up to their level of readiness. Third, this approach fosters an inclusive classroom environment where all students feel valued and included. Fourth, differentiated learning can improve learning outcomes because students can better understand the material through an approach that suits their learning style. Therefore, these benefits are personal and contribute to the dynamics of the entire class and overall academic performance. Here are some similar studies that support the writing of this article.

Differentiated learning is a learning strategy that addresses the needs of diverse students. In art, the application of differentiated learning plays a vital role in supporting the optimal development of students' skills, talents, and interests. One of the keys to successfully implementing differentiated learning is using data from diagnostic assessments (Setiawan et al., 2023). Analyzing this data allows teachers to understand students' situations from both cognitive and noncognitive points of view. This deeper understanding will enable teachers to design learning approaches that meet students' individual needs. Differentiating content, processes, and products is a concrete step in adapting learning to student characteristics. By distinguishing content, students learn material according to their level of understanding. Different learning processes allow students to learn in a way that works best for them.

On the other hand, product differentiation allows students to demonstrate their understanding through various creative outcomes. The results of this research will significantly contribute to the practical guidance of art teachers. Information gleaned from diagnostic assessments can help teachers determine which type of distinction best addresses differences between students' cognitive and noncognitive states. In this way, learning becomes more effective and comprehensive.

Differentiated learning in arts is a strategy that can be implemented by differentiating content, processes, and products. A practical differentiated learning approach is to use a project-based learning model. This study aims to evaluate the implementation of differentiation learning using a project-based learning model in fine arts in grade V Karisari Elementary School. (Wardani & Bariyyah, 2023). The differentiation learning outcomes of class V fine arts at Karisari Elementary School showed an "excellent" standard with a pass rate of 92.5%—data analysis on the average observation of teacher activity using project-based learning constructs. Focusing on textile materials, the learning process and product evaluation of 20 paper textile works with different motifs obtained scores of 89.5 points and 95.5 points. This research will significantly contribute as a reference for further related research. The results showed that differentiated learning through a project-based learning approach in arts can create

an effective and efficient learning environment. However, this application's success depends on teachers' willingness to design and manage learning carefully. The importance of teacher preparation in understanding student characteristics and designing learning that meets student needs is a critical component of differentiated learning success. In addition, the differentiated learning approach can be applied to arts and other subjects.

The concept of differentiated learning in arts of culture in times of change suggests that this approach will help meet the diverse learning needs of all students (Wiguna & Oka, 2023). Changes and challenges influence the context of arts of culture in education. Therefore, the application of differentiated learning is essential. The application of differentiated learning to arts of culture has yielded several significant results. First, the concept recognizes the diversity of students in terms of interests, abilities, and learning styles. By considering individual student differences, learning can be designed to create a more relevant and meaningful learning experience. The next step in the application of differentiated learning is to adapt the cultural arts curriculum to the needs of each student.

Including adjusting the content, teaching methods, and the material's difficulty level. This approach provides opportunities for all students to develop optimally according to their potential and needs. Different teaching strategies are also integral parts of other learning. Each strategy is chosen based on student needs, from hands-on teaching to group discussions, problem-solving, and research-based projects. Different assessments allow students to demonstrate their understanding in ways that align with their strengths and preferences. Individualized support for students who need additional support in developing artistic skills or knowledge of arts or cultural concepts is essential to differentiated learning. It creates an inclusive learning environment and supports each student's development. Another focus in the application of differentiated learning is collaboration and support among students. Through collaboration, knowledge sharing, and mutual help, students develop social skills and support each other in learning. In turbulent times, applying differentiated learning to arts of culture has significant benefits. This includes increasing learning motivation, considering student differences, building social skills, and developing creativity and critical thinking. Differentiated learning not only pays attention to the diversity of students but also plays an active role in holistic individual development in the context of art and culture.

Differentiation learning recognizes that each student has unique learning styles, abilities, interests, and social backgrounds based on acknowledging diversity (Sutrisno et al., 2023). This approach creates a learning environment that values and embraces student differences. The goal is to meet the individual needs of each student by providing customized learning materials, teaching methods, and assessments. Differentiated learning aims to create an inclusive environment where all students feel supported and valued. Teachers act as facilitators of learning by providing additional support to students in need and filling learning gaps. This approach focuses on students' interests and preferences to increase their participation and motivation in learning. Furthermore, differentiated learning improves student achievement because learning materials and methods are more relevant and

exciting to students. Students with a tailored learning approach are likelier to understand the content thoroughly.

The application of differentiated learning is proven to significantly improve learning outcomes at various levels of education. As a new approach, differentiated learning is considered suitable to meet the needs of different students (Yunita et al., 2023). Every student has different needs and learning styles, and other learning methods are a solution for teachers who want to overcome boredom and improve learning outcomes—differentiated learning to enhance learning in classroom behavior research. The results showed that student learning outcomes improved significantly. In addition to improving academic achievement, this approach can enhance understanding of the material, develop students' skills, and meet their learning needs. Therefore, differentiated learning is an innovative solution to enhance learning and achieve diversity and success.

Differentiation Learning in Class IX.8 Pancasila Education Subjects at Palembang 33 Junior High School is carried out in several stages. First, learning needs are mapped based on student learning motivation, interests, and learning profiles. Next, develop a differentiated learning plan using three strategies: process, environment, and product. The third stage, differentiation learning, is carried out by the learning implementation plan that has been made. Finally, the learning process continues with evaluation and reflection. The effectiveness of differentiated learning in Class IX.8 in Palembang 33 Junior High School showed positive results. There is increased student motivation to participate in learning activities in Pancasila Education. These outcomes reflect success in adapting learning approaches to student needs and interests and creating an environment that encourages active participation. Differentiated learning guarantees better learning outcomes, creates a more dynamic learning atmosphere, and focuses on developing students' potential. This success confirms that differentiated learning is a practical approach to increase student motivation and participation in learning Pancasila pedagogy at the secondary school level (Khasanah & Alfiandra, 2023).

Differentiation learning focuses on students in the learning process. This approach is the right choice in the context of an independent curriculum. With this approach, the acceptance of student learning is more consistent because the teacher pays attention to students' characteristics throughout the learning process. A good learning environment, consistent pre-learning assessment, and responsiveness to student needs are positive traits in the application of differentiated learning. Students understand the material clearly and accurately, and learning proceeds smoothly under effective teacher leadership (Fauzia & Hadikusuma Ramadan, 2023). However, there are several obstacles in differentiated learning, especially in adjusting to the personality of students. Although this is not a big problem, teachers need help making these adjustments. The solution to overcome these obstacles is to take driving courses to get additional information, collaborate with colleagues, and change attitudes towards the independent curriculum in a more positive direction. At first, it was challenging to implement, but the teacher overcame these obstacles over time. The results confirm that differentiated learning is successful in this

school and that the method is suitable and feasible for a self-directed curriculum. This success provides a positive picture for applying differentiated learning in education today.

To continue to advance the quality of learning, this community service activity explores novelty by introducing innovations in the application of technology-based differentiated learning. While conventional approaches have included online strategies, technology support, interest-based learning, role-playing, and flexible group learning (Dewi, 2024), this innovation focuses on technology integration as the primary means to support learning adaptation according to individual student needs. SDN 2 Karangluhur teachers will be involved in intensive training to create dynamic and exciting learning experiences by utilizing online platforms, interactive learning applications, and various technological tools. This innovation will increase the previously identified positive impacts and provide solutions to challenges that may arise, such as complex classroom management, intensive preparation, and appropriate assessment in the context of differentiated learning. The successful implementation of this innovation also depends heavily on continuous support from educational institutions and other stakeholders.

METHOD AND PROCEDURES

Procedures for implementing community service activities with the title "Implementation of Differentiated Learning in Improving Student Learning Outcomes in SBDP Subjects at SDN 2 Karangluhur":

1. Introduction

Community service activities begin with careful location identification. The journey involves a soothing natural trajectory, leading the service team to SD Negeri 2 Karangluhur, an educational institution amid the sparkling life of Kertek District, Wonosobo Regency. With careful steps, the team sought to make this activity an educational intervention and a meaningful experience for all grade V students at this school. Intense cooperation with the school was the key to success, whereby, through good coordination, the participation of all 33 grade V students was achieved. Thus, this first step was limited to physically identifying the location and subjects and a journey towards sustainable positive change for children's education at SD Negeri 2 Karangluhur.

2. Data Collection

3. Data Analysis

- a. Analysis Process: Analyze observation and questionnaire data to identify diversity patterns and student preferences.
- b. Needs Identification: Determine the needs and preferences of differentiated learning based on the results of data analysis.

4. Learning Planning

- a. Learning Design: Design differentiated learning strategies based on student needs and preferences.

- b. Material Preparation: Prepare learning materials that support students' various learning styles and intelligences.
5. Implementation
 - a. Socialization: Socialize the differentiated learning plan to teachers, students, and related parties at SDN 2 Karangluhur.
 - b. Implementation: Implement differentiated learning according to the plan, adjusting to the diversity of students.
6. Evaluation
 - a. Monitoring: Monitor the learning implementation regularly to ensure its effectiveness.
 - b. Feedback collection: Get feedback from teachers and students on the differentiated learning experience.
7. Impact Assessment
 - a. Outcome Analysis: Analyze student learning outcomes after implementing differentiated learning.
 - b. Impact Evaluation: Determine the positive impact and changes in students' motivation and understanding.
8. Stabilization
 - a. Strategy Revision: Revise the differentiated learning strategy based on the evaluation results.
 - b. Experience Sharing: Share results and experiences with teachers and school authorities to improve the sustainability of differentiated learning.

Following this procedure, it is hoped that community service activities can significantly contribute to improving students' learning through the implementation of differentiated learning at SDN 2 noble kratoms.



Figure 1 Discussion of Project Determination

DISCUSSION

Community service activities have been conducted in grade V Karangluhur 2 Elementary School, Kertek, Wonosobo, Central Java. The study subjects consisted of 20 female students and 13 male students. Researchers focus on the topic of applying product-differentiated learning in this study. Researchers limit the number of multiple intelligences closely related to art education, such as visual, spatial, kinesthetic, and musical. Here's a pie chart mapping students' multiple intelligences:



Figure 3. Intelligence Mapping Diagram of Grade V Karangluhur 2 Elementary School

The observations showed that teachers did mapping before conducting assessments on art learning. Mapping was done through questionnaires, and data was produced showing 39% spatial-visual intelligence, 12% kinesthetic intelligence, and 48% musical intelligence.

Teachers always provide opportunities for students to participate in developing fun lesson plans. The teacher decided to hold an art performance that accommodates all the uniqueness of the students. Teachers give flexibility to students to choose roles that suit their interests and talents. The results of the initial mapping reinforce this role selection. Visually savvy students are given the trust to create dance properties for fashion design. Kinesthetic intelligent children are given the confidence to dance. Musically intelligent children are given the trust to sing songs (sing and or play musical instruments). In the performance process, visually spatially intelligent students continue to perform to fill the roles that best suit their talents and interests. The songs performed raised local wisdom, such as "Gundul-Gundul Pacul," "Suwe Ora Jamu," and "Cublak-Cublak Suweng." Students feel comfortable because they can choose roles in performing art performances. They showed total effort in the show.



Figure 4. Implementation of Learning and Training Activities



Figure 5. Music and dance performances using costumes and props

CONCLUSION

The application of differentiated learning in the context of fine arts at Karangluhur 2 Elementary School, Kertek, Wonosobo, has shown positive results. Teachers do initial mapping of students' multiple intelligences and give them the freedom to choose roles in performing arts. The observations show the active participation and totality of students in the performance and the creation of an inclusive learning environment that embraces diversity. Thus, differentiated learning in fine arts can effectively overcome barriers and increase student interest and participation in art learning.

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