



Implementation Of Differentiated Learning Models In The Independent Curriculum In Indonesian Language Learning In Primary Schools

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ABSTRACT

Merdeka Belajar places a high value on a curriculum that may develop students' creativity by using strategies and techniques that develop critical thinking skills. A diversified learning approach is included in the Merdeka curriculum as an attempt to modify the classroom learning process to fit the needs of the pupils. Differentiated learning is an approach to education that considers the learning profiles, interests, talents, and readiness of each student. This study aims to investigate the use of differentiated learning in the Merdeka curriculum, specifically in the context of Indonesian language instruction in elementary schools, as well as the effects of such an implementation on primary school pupils. In order to provide a literature evaluation about the implementation of differentiated learning in elementary schools and its applicability to the implementation of the Independent Curriculum, a descriptive qualitative research approach that combines many literature studies was employed. The study's findings indicate that, in implementing differentiated learning, MI Tarbiyatussibyan Banyuwangi's students' needs were determined by means of assessments. This allowed for a more student-centered learning process, which improved students' ability to participate more actively in class. and for teachers to apply personalized learning with greater creativity and innovation. Personalized education Where pupils may assess themselves because diverse learning requires teachers to be able to comprehend the unique qualities of every student; they cannot equalize because every student is unique and has unique talents. Students at MI Tarbiyatussibyan Banyuwangi have benefited from the implementation of differentiated learning in Indonesian language courses. Students JIMAD; Jurnal Ilmiah Madrasah Volume.... Issue,... 2022 respond positively to the lessons they have learned, feeling that the material is easy to understand and that there has been a beneficial influence.

Keywords: Differentiated learning; Indonesian; Elementary school.

INTRODUCTION

Education is the deliberate and organized attempt made by people to reach their full potential through official educational institutions or the learning process itself. Law number 20 of 2003, which governs the education system in Indonesia, states that education should be used to cultivate the skills, civilization, and character of a dignified nation in order to make the country's life more intelligent. It also aims to develop students' potential to become believers in and fearful of God. the Almighty possesses noble character, good health, knowledge, ability, creativity, independence, and is a responsible and democratic citizen (Kemendikbud & Tohir, 2020). It is anticipated that education will raise Indonesia's human resource quality and enable it to compete in the globalization era. actions taken by the government to raise educational standards.

However, the way the teaching and learning processes are implemented in primary schools has undergone significant modifications in the modern educational system. This is because of a number of underlying causes of the alteration. restricted area for students to apply what they have learned, teachers balance each student's unique qualities and educational requirements (Triana & Mardiana, 202). Since every student has unique requirements and traits, it is important to consider these factors when conducting instruction with students whose features cannot be compared. Then, Indonesia ranked 74th in PISA (the 2018 Program for International Student Assessment) with the following details: (1) Science is ranked 71st with a score of 396; (2) Mathematics is ranked 73rd with a score of 379; and (3) Reading ability is ranked 74th with a score of 371 (Oktaviani & Wulandari, 2019). In order to address low reading competition and prevent it from becoming a genetic issue that is passed on to future generations of children and grandkids, specific techniques must be used. (Kurniawan et al., 2020). From This issue demonstrates how far off it is

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for students' comprehension of Indonesian language learning materials to serve as a predictor of academic achievement. One of the nations impacted by the Covid-19 pandemic, which has completely redesigned the educational system, is Indonesia. It is necessary to do face-to-face learning. When the instructor is unable to deliver learning materials in a thorough and comprehensive way, the students must be switched online. Unreliable internet connections, parents' subpar mentoring roles, and an unwelcoming learning environment are some of these contributing issues. Students experience learning loss as a result of the effect. Students who experience learning loss have a decline in their enthusiasm to learn, which causes them to fall behind in their studies. (Rahmansyah, 2021).

The learning curriculum in Indonesian education has improved as a result of several occurrences. The curriculum is a set of plans and arrangements addressing objectives, content, and learning materials as well as procedures used as instructions for executing learning activities to attain educational goals, as explained in Law No. 20 of 2003 regulating the national education system (Nugraha, 2022). The curriculum serves as the cornerstone of education and is highly significant since it embodies the "spirit" of education. It also has to adapt to changes in technology and time. Eleven curriculum revisions have been made in Indonesia's educational system. The curriculum that was formerly in use in Indonesia, which ran from 1947 to 2013, has since been replaced with an autonomous curriculum. Because the curriculum in the educational system determines an individual student's progress, it will always be modified. Thus, the need is to develop more open, targeted education that does more than merely talk about scientific and technical issues; rather, it should be able to inspire and stimulate students' character development. The Emergency Curriculum, a condensed version of the 2013 curriculum, and, most recently, the Prototype Curriculum's implementation in 2,500 driving schools across Indonesia, are concerning the Principles of Curriculum Implementation in the Education Sector in Special Situations, which was released by the Ministry of Education and Culture. Following its rebranding as the Merdeka Curriculum, the Prototype Curriculum started to be implemented in a number of schools for the 2022–2023 academic year.

The goal of the Merdeka Curriculum is to improve education in Indonesia and produce better future generations. As the Minister of Education and Culture of the Republic of Indonesia in the Indonesian Cabinet, Nadiem Anwar Makarim launched a new program called Merdeka Belajar with the goal of fostering a positive learning environment for educators and students alike. The government's attempt to resume education following the crisis brought on by the effects of Covid-19, which persisted in Indonesia for a considerable amount of time, is reflected in the autonomous curriculum. Due to the epidemic, online learning was implemented in Indonesian schools for around two years, which resulted in a long-term learning crisis for both teachers and pupils. In order to enable students to effectively deepen concepts and enhance competencies in accordance with their learning needs and interests, teachers are also given latitude in the autonomous curriculum to select and modify instructional materials that meet the requirements of an educational institution. Merdeka Belajar places a high value on a curriculum that may develop students' creativity by using strategies and techniques that develop critical thinking skills.

The Minister of Education and Culture's declaration of Merdeka Belajar aligns with Ki Hadjar Dewantara's ideas about the kind of education that Indonesia ought to adopt. According to Ki Hadjar Dewantara, education should be founded on the idea of independence, which holds that individuals should have the liberty to arrange their lives as they see fit as long as they abide by social norms. Differentiated learning, which is included into the Independent Curriculum, provides students with content or learning resources that align with their learning preferences, modes of thought, and individual traits. According to Ki Hajar Dewantara's theory of thinking with the amid system, teachers should never stop motivating, empowering, and developing each student to the fullest extent of their abilities. It is the responsibility of educators to identify, address, and map the needs of their students.

In order to help Indonesia achieve its goal by 2030, the Merdeka Belajar curriculum is structured in this manner. The realization of an equitable standard of living for contemporary society throughout all of Indonesia's regions, inclusion in the group of five nations with strong economies, and sustainable management of natural resources are all part of this vision. Many educators are still unfamiliar with the issues surrounding the application of Merdeka Curriculum learning when it comes to the Merdeka Belajar program. As a result, the learning process becomes ineffective and becomes more challenging to accomplish its objectives. Nadiem Makarim's Independent Learning Curriculum mainly concentrates on fundamental subjects, meaning that some content is purposefully omitted, which eventually leads to pupils' understanding being incomplete and restricted.

One of the disciplines that has seen modifications as a result of the Merdeka Belajar curriculum's introduction is the Indonesian language course. particularly when it comes to choosing pertinent content to

teach pupils. thus the majority of the content taught in Indonesian is necessary. The primary language of Indonesia is called Indonesian, and it is taught there from early childhood through university. Since learning a language is basically learning to communicate, it is crucial to teach pupils about Indonesian literature and language. As a result, pupils have taken Indonesian language and literature courses starting in elementary school. It is hoped that students will be able to become proficient in, comprehend, and use the literature and language of Indonesia in daily life. However, because Indonesian language instruction is memorization-focused, centralized, directive, and lacks appreciation, empathy, or humanization, it frequently disregards humanistic concepts. By creating a product, differentiated learning in autonomous learning demonstrates that students are more engaged and participatory. With more flexibility in the learning process, differentiated learning enables both students and teachers to establish a positive learning environment.

When implementing the Merdeka Curriculum, teachers are given the flexibility to select different teaching resources that can be tailored to the interests and learning requirements of their students, particularly in class IV Indonesian language courses (Differentiated Learning). But this approach is not without flaws. For example, because the curriculum revisions are still relatively new, not all teachers are familiar with differentiated learning.

Based on the background above, research will be conducted on "Implementation of Differentiated Learning in the Independent Curriculum in Indonesian Language Learning in Elementary Schools." To ascertain the application and influence of differentiated learning in the independent curriculum on Indonesian language learning in elementary schools, refer to "Learning Models in the Independent Curriculum in Indonesian Language Learning in Elementary Schools." (1) How is the Differentiated Learning model implemented in the Independent Curriculum for Indonesian language learning in primary schools? is the problem formulation in this research. (2) How has the Independent Curriculum's use of differentiated learning affected elementary school students' acquisition of the Indonesian language?

In order to provide a literature evaluation about the implementation of differentiated learning in elementary schools and its relation to the implementation of the Independent Curriculum, a descriptive qualitative research approach incorporating numerous literature reviews is used. The process of gathering information from written sources, including books, journals, papers, and other documents, is called a literature study review. The following steps were taken in the research process: (1) Selecting research topics and gathering data, specifically selecting research topics related to the use of differentiated instruction in elementary schools for the execution of the Independent Curriculum. Next, information is gathered from written sources that are pertinent to the study topic, including books, journals, papers, and other publications; (2) Data selection: After the data has been gathered, it is sorted and chosen according to predefined standards, including the data's quality and relevancy, the year it was published, and its relevance to the study topic; (3) Data analysis: Next, the chosen data is examined to identify trends, themes, and deductions pertaining to the research question; (4) Interpretation and result writing: Following data analysis, the findings are interpreted and documented in an article format following the guidelines for scientific writing.

METHOD

In order to provide a literature evaluation about the implementation of differentiated learning in elementary schools and its relation to the implementation of the Independent Curriculum, a descriptive qualitative research approach incorporating numerous literature reviews is used. The process of gathering information from written sources, including books, journals, papers, and other documents, is called a literature study review. The following steps were taken in the research process: (1) Selecting research topics and gathering data, specifically selecting research topics related to the use of differentiated instruction in elementary schools for the execution of the Independent Curriculum. Next, information is gathered from written sources that are pertinent to the study topic, including books, journals, papers, and other publications; (2) Data selection: After the data has been gathered, it is sorted and chosen according to predefined standards, including the data's quality and relevancy, the year it was published, and its relevance to the study topic; (3) Data analysis: Next, the chosen data is examined to identify trends, themes, and deductions pertaining to the research question; (4) Interpretation and result writing: Following data analysis, the findings are interpreted and documented in an article format following the guidelines for scientific writing.

RESULT

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Use of Differentiated Instruction in the Independent Curriculum for Elementary School Indonesian Language Instruction. Several recent studies published in 2023 included data from research on the use of differentiated instruction in the Independent Curriculum for language learning. After identifying various sources, including books, journals, papers, and other documents, we discovered a significant amount of research findings pertaining to the subjects of individualized instruction and the Independent Curriculum. They were then chosen from these numerous sources, and research journals were chosen from the dozens of sources that had been chosen. Some of the findings from these sources' studies are included below.

The first article is about "Application of Differentiated Learning in the Independent Curriculum in Class IV Elementary School Indonesian Language Learning at SDN Lakarsantri I/472 Surabaya" (Elviya & Sukartiningsih, 2023). The Differentiated Learning Model is an adaptation effort in the classroom to meet students' learning needs. Implementation of Differentiated Learning in Indonesian Language learning, as well as the impact of Differentiated Learning on Indonesian Language learning for class IV students at SDN Lakarsantri I/472 Surabaya. This research is qualitative with a descriptive approach. Based on the presentation of research data analysis, it was concluded that there are several stages that must be fulfilled in differentiated Indonesian language learning, namely mapping students' needs through diagnostic assessments, designing differentiated learning plans according to students' needs, and evaluating and reflecting on learning that has taken place. The implementation of differentiated Indonesian language learning has a positive impact on students as shown by the increased enthusiasm and enthusiasm of students during learning.

The second article is about "Implementation of Differentiated Learning in Indonesian Language Subjects, Reading Comprehension Material in Class IV Elementary School" (Umami & Damayanti, n.d.). This research discusses the implementation of differentiated learning and describes the results of the implementation of differentiated learning in the form of content, processes, products. The research used is qualitative research. The research results were obtained through a diagnostic assessment of the learning styles of students at SD Labschool Unesa, 50% kinesthetic, 31% auditory and 19% visual. From the teacher's treatment, implementing differentiated learning has a good influence on student development. Teachers apply various methods, approaches and strategies to students. From SDN Medokan Ayu I, the results of the diagnostic assessment of students' learning styles were 50% auditory, 30% visual, 20% kinesthetic. The teacher's treatment implements differentiated learning, the teacher analyzes well and is responsive to providing learning needs to students. Student responses from both schools were obtained through questionnaires, as many as 90% of students felt comfortable, according to the students' needs and learning styles.

The third article is about "Application of Differentiated Learning in Overcoming Indonesian Language Learning Difficulties for Class IV Elementary School Students" (Iv & Elementary, 2023). This research provides a solution to overcome the problem of students' learning difficulties through the application of differentiated learning to grade IV elementary school students. The research used is qualitative research with data collection techniques using observation. The number of subjects was 19 students using qualitative descriptive analysis techniques. The research results show that the application of differentiated learning in Indonesian language learning is proven to be able to overcome the learning difficulties experienced by students. The findings of this research are that it is important for teachers to carry out cognitive and non-cognitive diagnostic assessments to determine the learning needs of each student.

The fourth article concerns "Implementation of Differentiated Learning in Elementary Schools" (Marzoan, 2023). This research examines the learning recommended in the Merdeka Curriculum, namely differentiated learning, namely learning that is adapted to the needs and abilities of individual students. Based on the results of the analysis, differentiated learning in the context of implementing the Independent Curriculum in elementary schools, conceptually, by referring to relevant sources, it is strongly suspected that it can provide significant benefits in improving learning outcomes and students' learning motivation. However, to obtain optimal differentiated learning results, implementing differentiated learning requires careful preparation and adjustments from school principals and teachers, including understanding the characteristics of students, the use of technology, as well as learning planning that focuses on the expected results. The Merdeka Curriculum provides sufficient space and opportunities for teachers and school principals to organize learning that focuses on the diversity of students through differentiated learning.

Fifth article "Implementation of Differentiated Learning Based on Learning Models in Elementary Schools" (Yuni Yati et al., 2023). This research aims to explore the application of students' sensory learning styles in creating different content, and the factors that contribute to these learning styles. The research used is a case study using a qualitative approach. Research shows that: (1) teachers have paid attention to students'

sensory learning styles which are implemented in creating different learning content; (2) there are several factors that hinder teachers in implementing content-differentiated learning including internal factors and external factors. Internal factors include the teacher's educational background and teaching practices in the classroom. External factors include infrastructure and facilities, as well as time. From the five articles above, the researcher can conclude that the implementation of differentiated learning can be applied to students at elementary school level, in science and social studies learning, the differentiated learning model can be applied well so that differentiated learning can also be applied in Indonesian language learning

DISCUSSION

1. Implementation of the Differentiated Learning model in the Independent Curriculum in Indonesian language learning classes in elementary schools

Differentiated learning is simply instruction that takes into account each student's unique requirements and differences. The goal of differentiated learning is to modify the classroom learning process so that it better suits the needs of the pupils (Umami & Damayanti, n.d.). In order to attain higher learning outcomes, differentiated learning involves making adjustments to students' interests, learning profiles, and readiness (Mazoan, 2023). Differentiated learning is an educational approach that considers individuals' learning profiles, interests, and talents in addition to their demands for learning preparedness. Differentiated learning is not individual learning; rather, it is classical learning that emphasizes class differentiation, pays attention to existing differences, and engages in all activities that support reaching the greatest number of learning objectives without altering the personalities of the students (Pebriyanti, 2023).

Numerous stakeholders believe that the way differentiated learning has been implemented in schools thus far still treats pupils as one cohesive unit (Sarmini et al., 2023). Since this behavior is still evident in modern school classrooms, this supposition is pretty reasonable. In actuality, as we typically observe and understand, every person, including students, is a distinct entity with varying learning potential and talents. Education services should offer the space and chances necessary for each student to reach their full potential if the goal of education is to help them reach their full potential.

The government, acting through the appropriate ministries, recognizes that it is time for the educational process in schools to focus more on the needs of the students and support them by giving them the room and chance to develop to the fullest extent possible specifically, through differentiated learning (Nugraha, 2022). Learning that allows students to reach their full potential based on their learning readiness, interests, and learning profile is known as differentiated learning. Differentiated learning actually starts with identifying students' learning needs in order for teachers to better meet the needs of each individual student (Rintayati et al., 2022).

Teachers at MI Tarbiyatussibyan Banyuwangi then respond to these learning needs by creating appropriate learning techniques based on the findings of assessments used to identify the needs of students. The planning, execution, and assessment of education are within the control of educators. One of the main objectives of the recently adopted Independent Curriculum is differentiated instruction using an ability-based learning method. The findings of a literature review are required in order to persuade teachers and school principals to implement differentiated learning and the necessity of socialization regarding differentiated learning in schools located in the district, given that the Merdeka Curriculum is a new curriculum and that many teachers and school principals have not yet implemented it. Apply differentiated instruction consistently and effectively.

Referring to various sources and research findings, it can be seen that implementing differentiated learning in elementary schools can help improve student learning outcomes, improve the quality of learning, and strengthen educational inclusion. Differentiated learning strategies such as cooperative learning, use of learning media and technology, independent learning, project-based learning, and integrated learning can help teachers design learning strategies that take into account students' differences in abilities, inclusive education, and learning styles. The results of the literature review from several articles can be a learning reference for teachers and school principals to be able to implement differentiated learning, especially in relation to the implementation of the Independent Curriculum (LATIFAH, 2023).

Although there are many advantages to implementing differentiated learning, there are a few obstacles that must be overcome. The problem in the field is that teachers lack the knowledge and expertise necessary to plan and carry out differentiated instruction. One of the ongoing challenges is the

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leadership of school principals, as some may not fully get what the Independent Curriculum means by independent learning (Alawi et al., 2022). The development of administrative abilities for school administrators and the design and implementation of differentiated learning for teachers therefore require training and workshops.

In addition, there are difficulties because of time and resource constraints. In this situation, educators can support the implementation of differentiated learning by making the most of the tools at their disposal and fostering collaboration with parents, colleagues, and students. In the interim, principals of schools can also offer the resources and assistance required to improve the implementation of differentiated instruction in classrooms. Aside from that, it's critical to keep in mind that differentiated learning applications need to be used professionally and cautiously, particularly when handling stark disparities in student ability.

The application of differentiated learning can be a successful substitute for raising the standard of instruction and student learning outcomes in primary schools, according to the discussion of the findings of the literature review in this study. Differentiated learning can be implemented in elementary schools in an efficient and optimal manner by taking into consideration the current hurdles and problems. This will have a positive impact on the education of Indonesian children. When used, differentiated learning emphasizes a student-centered learning process more, which helps students become more engaged in the classroom and teachers become more inventive and creative in how they apply differentiated learning. Personalized education Where pupils may assess themselves because diverse learning requires teachers to be able to comprehend the unique qualities of every student; they cannot equalize because every student is unique and has unique talents.

Differentiated learning, according to Tomlinson, is instruction that takes into account each student's uniqueness and adapts to their learning style, interests, and willingness to learn (Pebriyanti, 2023). Differentiated education, in which teachers evaluate learning from multiple perspectives, sees students differently and dynamically. Individualized learning is not the same as differentiated learning. However, its focus is primarily on learning that maximizes students' learning chances and meets their requirements through autonomous study (Inayah et al., 2023).

The tenet of differentiated learning theory is that every student can succeed to the extent of their abilities. Everyone participating in the learning process has the equal right to progress (Growth Mindset) when differentiated learning is implemented in the classroom (Saputra, 2016). Hattie further underlined that differentiation has more to do with addressing pupils' varying learning stages. ranging from those who are still in the beginning stages to those who are proficient (Triana & Mardiana, 2021). Differentiated learning influences students' computational thinking skills by giving them the impression that they can solve a variety of problems in accordance with their individual capacities. This is because teachers support each student by focusing on concepts they are still learning and by paying attention to their abilities (Kurniawan et al. ., 2020). In addition, differentiated learning allows students to work in groups based on their results from the diagnostic exam. As a result, students in the same group become more confident in their own abilities and feel that they are on par with their friends. until the issue is ultimately resolved, in talking about problem solving (Haryemi, 2023). This is consistent with Vygotsky's view that learning occurs most effectively when students collaborate with others under the supervision of an adult. Students are better able to internalize new ideas and abilities as a re (Ayu Saputri et al., 2023).

To improve learning efficiency and accuracy, educators must complete a number of steps in the Differentiated Learning implementation process. Teachers take a number of actions to ensure optimal learning outcomes through effective instruction. The initial stages of differentiated learning involve the teacher mapping each student's learning needs through a diagnostic evaluation prior to instruction. Using specific tools, mapping is based on student profiles, learning interests, and readiness for learning. Second, the instructor creates scenarios for differentiated learning. Formative assessments, LKPD, and teaching modules are developed based on the findings of the students' initial ability mapping, which was completed earlier. Third, the instructor assesses and considers what has been learned. These are the ideal, interconnected processes to generate learning that fulfills the needs of the pupils.

2. The impact of implementing Differentiated Learning in the Independent Curriculum on Indonesian Language learning in Elementary Schools

Students at MI Tarbiyatussibyan Banyuwangi benefit from differentiated instruction in Indonesian language courses. Students respond positively to the lessons they have learned, feeling that the material is easy to understand and that there has been a beneficial influence. comparable to the remarks made by the pupils in the interview. Students now have the chance to learn in accordance with

their aptitudes thanks to differentiated instruction. so that pupils experience happiness and enthusiasm during the learning process. This claim is supported by observational data, which demonstrates that when students tailor their education to their interests and level of preparedness, they also develop a greater enthusiasm for learning.

Student learning outcomes provide proof of yet another beneficial effect. Gagne and Briggs define learning outcomes as an individual's capacities following a certain learning procedure (Moore, 2022). A learning outcome is a competency or ability that students can acquire following the completion of instructional activities created and carried out by teachers in a specific classroom and school. Drawing from the aforementioned description, learning outcomes can be defined as the results that students receive in the form of evaluations following the learning process, which involves evaluating their knowledge, attitudes, and abilities along with behavioral changes. The results of the LKPD and formative evaluations show that students' learning outcomes after implementing the differentiated learning approach are highly satisfactory.

In order for the implementation of differentiated learning to go smoothly, the school must also contribute to the process by providing the infrastructure and facilities that enable learning activities. Teachers using the Independent Curriculum are required to conduct a diagnostic evaluation at the start of the learning process in order to ascertain the students' starting knowledge. The Ministry of Education and Culture defines a diagnostic assessment as one that is done expressly to determine a student's strengths, limitations, and abilities so that instruction can be tailored to the student's needs. (Kemendikbud & Tohir, 2020). The purpose of diagnostic tests is to determine how challenging a student's learning activities are. From the standpoint of the instructor, this evaluation aids in the creation of successful and productive lesson plans. There are several ways to conduct diagnostic evaluations, including questionnaires, interviews, surveys, and more.

Based on students' learning profiles, interests, or readiness, teachers can diversify instruction in at least four areas of the classroom. There are four ways that teachers can differentiate instruction: (1) content, which is about what students need to learn or how they will access information; (2) process, which is about activities that require students to comprehend or master the material; (3) product, which can be a final project that requires students to expand, practice, and apply what they have learned in a unit; and (4) learning environment, which is about how the classroom functions. (Umami & Damayanti, n.d.). Differentiation in implementation can be done in a number of ways. The following are some instances of subject differentiation in elementary schools: utilizing reading materials with different readability levels; (2) putting text on tape; (3) utilizing a vocabulary or spelling list based on the student's readiness level; (4) presenting concepts through audio and visual means; (5) utilizing reading groups; and (6) meeting in small groups to reinforce concepts for students who are having difficulty or to push the boundaries of advanced students' knowledge. Differentiating processes can be done in a number of ways. The following are some basic examples of differentiation processes or activities: (1) utilizing tiered activities, in which students work at varying degrees of support, challenge, or complexity while maintaining the same understanding and core skills; (2) offering interest centers to encourage students to delve deeper into topics of interest in class; and (3) creating a personal agenda, which is a task list composed by the teacher that includes both work that is shared for the entire class and work tailored to each student's specific needs. The agenda can be completed during the allotted time or when students finish other assignments ahead of schedule. (4) Giving students who require it direct assistance in the form of manipulatives; (5) Varying the amount of time allotted for assignments so that advanced students are motivated to follow a topic in greater detail or so that students who are working on it receive extra support.

The following actions can be used to differentiate products. The following are some instances of differentiated products in elementary schools: (1) allowing students to choose how they want to express required learning (e.g., by making puppet shows, writing letters, or labeling morals); (2) utilizing appropriate rubrics that extend students' different skill levels; (3) allowing students to work on their products alone or in small groups; and (4) encouraging students to make their own assignment products as long as the assignment contains the necessary elements. Differentiation in the learning environment can be implemented in a number of ways. Creating a quiet, distraction-free study space and an inviting environment for student collaboration are two examples of differentiating learning environments in elementary schools. Other examples include: (1) providing materials that reflect cultural diversity and home settings; (2) establishing clear guidelines for independent assignments that meet student needs; (3) creating routines that allow students to get help when the teacher is busy with other students and cannot

help them right away; and (4) helping students understand that some students need to move in order to learn, while others are better off sitting still..

CONCLUSION

The research findings on "the application of Differentiated Learning in the Independent Curriculum in Indonesian Language learning in Elementary Schools" lead to the conclusion that teachers must complete a number of steps in order for learning to proceed efficiently and optimally when implementing differentiated learning in Indonesian language classes. Teachers first use diagnostic tests to outline the learning needs of their students. Second, by incorporating the mapping results into the teaching module, the instructor creates differentiated instruction. The teacher uses a process differentiation technique in conjunction with differentiated learning when teaching Indonesian language courses. Third, the instructor assesses and considers the learning that has occurred as a result of observations that the instructor will assess at a later time.

Students have benefited from differentiated instruction in Indonesian language courses offered in elementary schools, particularly at MI Tarbiyatussibyan Banyuwangi, the site of the research. Because they are able to learn in accordance with their level of readiness, students become more excited and enthusiastic about learning. The results of the LKPD and formative evaluations show that students' learning outcomes after following the learning process are highly satisfactory.

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