

Differentiated Learning: A Solution to Increase Students' Potential Seen from Students' Readiness to Learn, Interests and Learning Profiles

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Abstract: Differentiated learning is important to be mastered by future teachers, along with the development of education policies in Indonesia that provide equal opportunities for all Indonesian children to learn. This service is in the form of training for prospective teachers which aims to provide them with provisions to be able to teach in classes that have different learning styles, interests, and needs, so that they require different approaches to achieve optimal levels of understanding and achievement. The service method used is a tutorial, where participants are able to use various strategies, such as providing diverse materials, grouping students based on ability or interest, giving different assignments, and providing additional support or challengers according to individual needs. Participants who took part in this service were students of PGMI UIN Fatmawati Sukarno. As a result of the service, the participants have an approach to teaching that allows them to adjust teaching methods, materials, and assessments according to the needs and skill levels of individual students.

Kata Kunci: Differentiated Learning, Interests and Student Learning Profiles, Readiness to Learn, Solutions to Increase Student Potential

A. Introduction

Differentiated learning is an approach to the teaching process that allows teachers to adapt learning strategies, materials, and assessments to the needs (Smets et al., 2022), interests, and ability levels of individual students in the classroom (Halimah Nurul et al., 2023; Herwina, 2021). This approach recognizes that each student has a different learning style, varying speed of comprehension, and unique learning needs (Gheysens et al., 2022).

With differentiated learning, teachers identify individual differences among students (Kubat, 2018) and then design learning experiences that are tailored to their needs (Gheysens et al., 2022). This can include providing materials tailored to students'

levels of understanding, using different teaching methods to meet students' varying learning styles, and providing additional support or additional assignments according to individual needs (Wahyuningsari et al., 2022).

The main goal of differentiated learning is to ensure that all students have equal opportunities to learn with attention to their individual needs and abilities (Ismajli & Imami-Morina, 2018; Pozas et al., 2020). This can help increase student motivation and participation, and enable them to reach their maximum learning potential (Sutrisno et al., 2023; Widyawati & Rachmadyanti, 2023).

Implementing differentiated learning involves several steps that can help teachers adapt their teaching to students' individual needs (MS, 2023). Here are some steps you can take: 1) start by identifying individual differences among your students (Rosenfeld & Rosenfeld, 2004), such as their level of understanding, learning styles, interests, and special learning needs; 2) group students according to their needs and ability levels (Alavinia & Farhady, 2012). This allows you to develop more appropriate teaching strategies for each group, for example, by giving more challenging material to more advanced groups and providing additional support to groups that need it; 3) provide a variety of learning materials, such as texts, videos, presentations, or other digital resources (Algozzine & Anderson, 2007). This allows students to choose the way they learn that best suits their learning style (Kanevsky, 2011); 4) give students choices in the assignments or projects they work on. This allows them to explore their own interests and increase their engagement in learning; 5) provide additional support to students who need it, whether through direct tutoring from the teacher, help from peers, or additional resources such as reading materials or tutorials; 6) use a variety of assessment forms, such as written exams, projects, presentations, or portfolios, that allow students to demonstrate their understanding in ways that suit their strengths and preferences; and 7) regularly reflect on your learning and students' responses to your differentiated approach. Adapt your approach to students' needs and responses. Implementing differentiated learning requires commitment and flexibility from teachers, but can provide significant benefits in improving student learning outcomes (Logan, 2011).

Differentiated learning can be implemented in formal classes from preschool to college. Teachers can adjust their teaching according to the individual needs and abilities of students in regular classes (Ahmad Zain Sarnoto, 2024). Differentiated learning can be implemented in small learning groups where students with similar abilities or interests are grouped together to receive instruction tailored to their needs (Bondie et al., 2019). In collaborative projects, students work in teams to complete a specific task or project. Differentiated learning can be implemented by giving each team member different roles based on their strengths and interests. Differentiated learning can also be implemented in extracurricular programs outside of regular school hours. For example, in student clubs or organizations, teachers or

mentors can design activities that are tailored to students' individual interests and talents (Algozzine & Anderson, 2007).

In online learning or distance learning, teachers can use a variety of digital learning tools and platforms to adapt their teaching to individual student needs, such as giving customized assignments, offering different learning videos, or providing discussion forums to support student interaction (Bondie et al., 2019). Differentiated learning can be applied anywhere there is an opportunity to provide learning experiences that are tailored to the individual needs and abilities of students (Boelens et al., 2018). This aims to ensure that every student has an equal opportunity to reach their maximum learning potential (Gusteti & Neviyarni, 2022; Sri Dinawaty Suyitno, Kasim Yahiji, 2023).

Differentiated learning training is a training that equips prospective teachers to use various strategies such as providing diverse materials, grouping students based on ability or interest, giving different assignments, and providing additional support or challengers according to individual needs (Mills et al., 2014). This training provides them with the provisions to be able to teach in classes that have different learning styles, interests, and needs, so that they require different approaches to achieve optimal levels of understanding and achievement (Thapliyal et al., 2022).

The author conducted this community service in the PGMI Study Program, UIN Fatmawati Sukarno, because PGMI students are required to be able to teach well. At this time, they are also getting a Special Needs Education Course, so this community service is very relevant to do. The purpose of this community service is to open the students' insights so that they are enthusiastic and want to know the importance of differentiated learning (De Neve & Devos, 2017; Trimurtini et al., 2024), which so far, they may have only heard about but do not know how to practice it.

Community service activities related to differentiated learning are very useful, as has been done by (Aprima & Sari, 2022; Ngaisah et al., 2023) differentiated learning is an approach of educators who are aware of appreciating every difference related to the different abilities of children. Furthermore, the application of differentiated learning is considered very effective. Then the guidebook or training on differentiated learning is very useful in improving teacher understanding regarding differentiated learning. In addition, differentiated learning can improve student learning outcomes (Febriyanti Umi Khabibah et al., 2023; Supriyadi et al., 2024).

This kind of devotion has been widely carried out by previous authors, including (Herwina, 2021; Purnawanto, 2023; Salassa et al., 2023) who stated that the application of differentiated learning is very appropriate for independent learning that favors students. Teachers must know the various characteristics of students. Teachers' knowledge of the conditions of student diversity is the basis for designing learning.

The community service carried out this time contributed to the students of the PGMI Study Program of UIN Fatmawati Sukarno, Bengkulu in improving their teaching skills in classes that have different learning styles, interests, and needs, so that they require different approaches to achieve optimal levels of understanding and achievement. The objectives of this community service packaged in training are as follows. 1) Revealing how the implementation of differentiated learning training is in the PGMI Study Program of UIN Fatmawati Sukarno Bengkulu; 2) Finding out what obstacles were faced during the training; and 3) Obtaining participant responses about differentiated learning in the PGMI Study Program of UIN Fatmawati Sukarno Bengkulu. The benefits of this service are to provide understanding and skills for students of the PGMI Study Program of UIN Fatmawati Sukarno Bengkulu in differentiated learning. The target of this training is all students in the PGMI Study Program of UIN Fatmawati Sukarno, Bengkulu.

B. Methods

Differentiated learning training is very important to equip students of the PGMI Study Program of Fatmawati Sukarno State Islamic University to be able to teach in classes that have different learning styles, interests, and needs, so that they require different approaches to achieve optimal levels of understanding and achievement (Algozzine & Anderson, 2007; De Neve & Devos, 2017; Gheysens et al., 2022). In order to implement the activity, the PGMI Study Program of Fatmawati Sukarno State Islamic University is willing to provide a room along with other supporting facilities such as WiFi, projectors, markers, and whiteboards.

Students of the PGMI Study Program at Fatmawati Sukarno State Islamic University gain several things, including how to 1) provide diverse materials; 2) group students based on ability or interest; 3) give different assignments; and 4) provide additional support or challenges according to individual needs.

Steps to take include: 1) identifying individual differences among students, such as their level of understanding, learning styles, interests, and specific learning needs; 2) grouping students according to their needs and ability levels. This allows you to tailor teaching strategies to each group, for example, by providing more challenging material to more advanced groups and providing additional support to groups that need it; 3) providing a variety of learning materials, such as texts, videos, presentations, or other digital resources. This allows students to choose the way they learn that best suits their learning style; 4) giving students choice in the tasks or projects they work on. This allows them to explore their own interests and increase their engagement in learning; 5) providing additional support to students who need it, whether through direct guidance from the teacher, help from peers, or additional resources such as reading materials or tutorials; 6) using a variety of assessment forms, such as written tests, projects, presentations, or portfolios, that allow students to demonstrate their understanding in ways that suit their strengths and preferences;

and 7) regularly reflecting on your learning and students' responses to your differentiated approach. Adapt your approach to students' needs and responses (Irwansyah & Hardiah, 2020).

Evaluation is carried out during the process and at the end of the community service (formative and summative evaluation). Differentiated learning training is done in the PGMI Study Program, UIN Fatmawati Sukarno, Bengkulu City.

C. Results and Discussion

The following we present the results of the activity in the URL <https://www.youtube.com/watch?v=UY5Gp6wpjPM> and the following image.



Figure 1. Resource Person Explains and Students Listen Differentiate Learning



Figure 2. Students' Enthusiatic to Listen the Differentiate Learning

Studying differentiated learning is important because it provides significant benefits to the learning process and student development (Lisnawati et al., 2023; Marzoan, 2023). Here are some reasons why studying differentiated learning is very important: 1) Every student has different learning styles, levels of understanding, interests, and learning needs (Dewi & Yusri, 2023; Nurzaki Alhafiz, 2022). By understanding and implementing differentiated learning, teachers can tailor their teaching to students' individual needs and abilities, ensuring that every student has

an equal opportunity to succeed; 2) differentiated learning allows students to learn according to their own interests and strengths, which can increase their motivation and engagement in the learning process. When students feel involved and in control of their learning, they tend to be more active and enthusiastic in learning; 3) by providing learning experiences that are tailored to students' individual needs and abilities, differentiated learning can help improve their understanding and academic achievement. Students feel supported and accommodated, so they can reach their maximum learning potential; 4) through differentiated learning, students often work in diverse groups or teams, which allows them to build social skills such as collaboration, communication, and leadership. These are essential skills for success in the real world (Setiawati & Nai'mah, 2020); 5) in an increasingly diverse society, the ability to appreciate differences and work with people who have different backgrounds and needs is becoming increasingly important.

Differentiated learning helps train students to appreciate diversity and work with different individuals (Lema et al., 2023). Thus, studying differentiated learning is not only about improving students' learning experiences, but also about preparing them for success in diverse lives and societies. Differentiated learning is able to create a fun and meaningful learning climate and can develop students' creativity and innovation skills (Smets et al., 2022).

With differentiated learning, teachers can use various strategies such as providing diverse materials, grouping students based on ability or interest, giving different assignments, and providing additional support or challenges according to individual needs. This aims to ensure that each student gets a learning experience that suits their abilities and needs, allowing them to reach their maximum potential.

Community service in the form of training with the theme Differentiated Learning: Solutions to Increase Student Potential Viewed from Student Readiness, Interests and Learning Profiles in the PGMI Study Program UIN Fatmawati Sukarno Bengkulu was successfully implemented with very satisfying results (Gheysens et al., 2022; Kanevsky, 2011; Trimurtini et al., 2024). The participants have mastered differentiated learning and promised to apply it in the classroom, both during internships and when serving in the community in the future as taught during the training. This activity was attended by 45 participants as students of the PGMI Study Program UIN Fatmawati Sukarno Bengkulu consisting of 23 students of the PGMI Study Program Semester V class B, and 22 students of the PGMI Study Program Semester V class F. This activity succeeded in making the participants understand differentiated learning. The participants were enthusiastic and understood differentiated learning very well so that it could help the participants in the learning and teaching process in the classroom later, both during internships and when serving in the community. After this community service is carried out, students can independently compile teaching modules that suit the needs of each student in the class they teach.



Figure 3. Resource Person Gives Opportunity for Students to Ask More Questions Regarding Differentiated Learning

Below the author presents the results of the work of students who participated in Differentiated Learning training.

Opsi Pembelajaran Berdiferensiasi:	
<ol style="list-style-type: none"> 1. Diferensiasi Konten: <ul style="list-style-type: none"> • Sesuaikan materi pembelajaran dengan tingkat pemahaman dan kecepatan belajar peserta didik. Misalnya, berikan materi tambahan atau lebih kompleks kepada siswa yang lebih cepat dalam memahami konsep tertentu. • Sediakan sumber daya beragam, seperti video, artikel, atau buku, agar siswa dapat memilih metode pembelajaran yang sesuai dengan preferensi mereka. 2. Diferensiasi Proses: <ul style="list-style-type: none"> • Rancang variasi aktivitas pembelajaran, seperti diskusi kelompok, proyek individu, atau simulasi, untuk memenuhi gaya belajar yang berbeda. 	

<ol style="list-style-type: none"> 3. Diferensiasi Produk: <ul style="list-style-type: none"> • Berikan pilihan dalam cara siswa mengekspresikan pemahaman mereka, seperti melalui presentasi lisan, penulisan esai, atau proyek seni. • Biarkan siswa menyelesaikan tugas dengan tingkat kompleksitas yang sesuai dengan kemampuan mereka. Siswa yang lebih mahir dapat diberi tugas yang lebih menantang. • Minta siswa untuk menunjukkan pemahaman mereka melalui produk akhir yang berbeda, seperti presentasi, makalah, atau karya seni. 	
<p>Catatan: Peserta didik bisa mempunyai jawaban lain selama masih masuk akal atau sesuai dengan konteks. Kreativitas dalam berpikir dengan sudut pandang yang berbeda akan membuka ruang diskusi dan proses berpikir tingkat tinggi. Guru kemudian mengembangkan peran membuat kesimpulan terbaik atas permasalahan yang ada berdasarkan sudut pandang</p>	

Figure 4. Students Create Differentiated Learning Options in the Indonesian Language Teaching Module for Grade 3 Elementary School

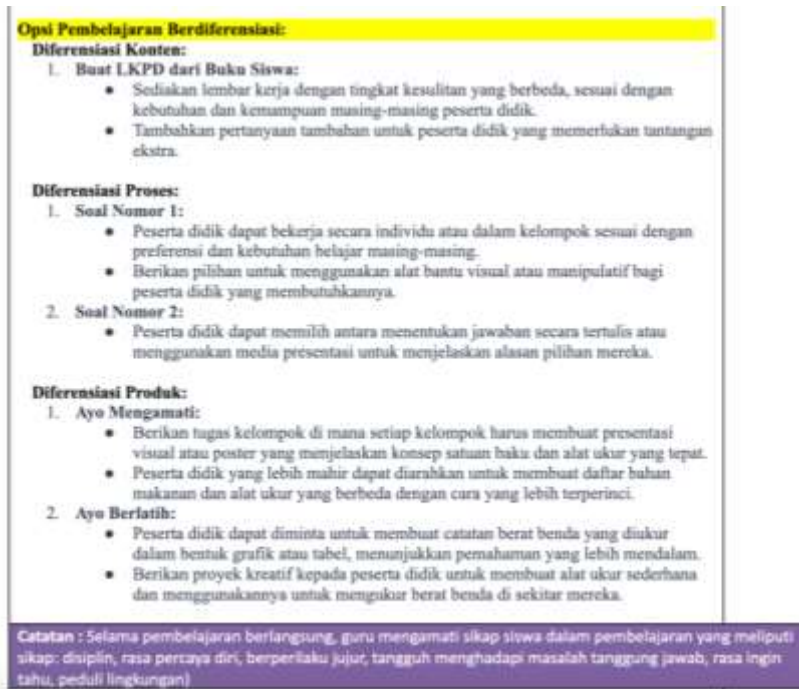


Figure 5. Students Create Differentiated Learning Options in the Grade 3 Elementary School Mathematics Teaching Module

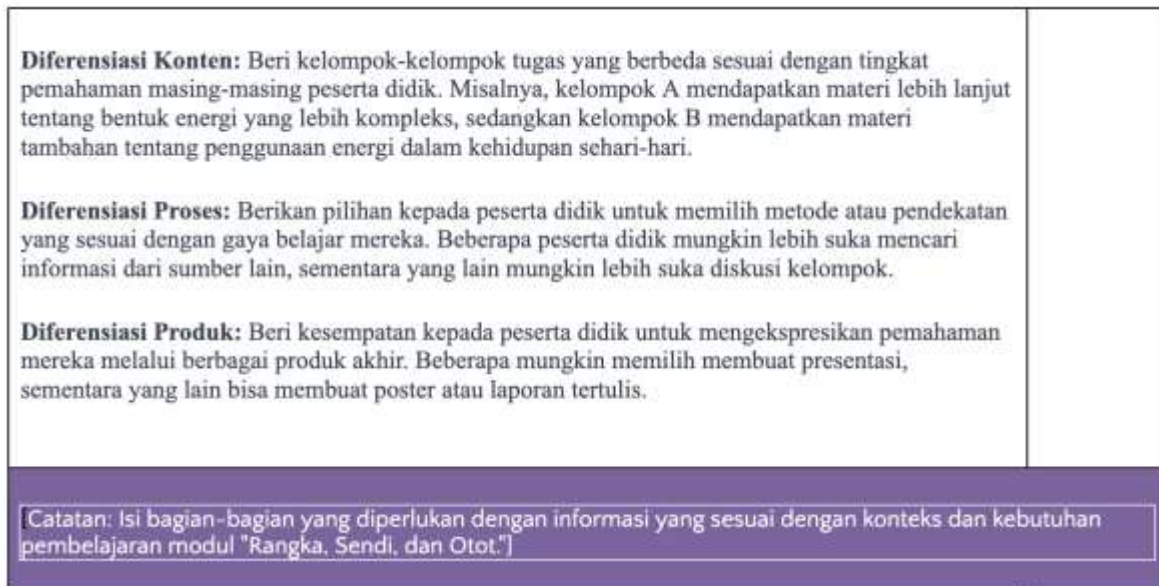


Figure 6. Students Create Differentiated Learning Options in the Grade 3 Elementary School Science Teaching Module

During the service, there were no significant obstacles. The response of the participants after the service stated that they were satisfied and should be given

other training that supports the ability to provide other teaching methods to students (Aliyyah, Rusi Rusmiati, 2021; Trimurtini et al., 2024; Zaenab et al., 2020).

D. Conclusion

The result of the service, participants have an approach to teaching that allows them to adjust teaching methods, materials, and assessments according to the needs and skill levels of individual students.

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