



DEVELOPMENT OF TEACHING MODULES FOR DIFFERENTIATED LEARNING IN THE INDEPENDENT CURRICULUM FOR ELEMENTARY SCHOOL TEACHERS IN KUPANG CITY

PENYUSUNAN MODUL AJAR PEMBELAJARAN BERDIFERENSIASI DALAM KURIKULUM MERDEKA BAGI GURU SEKOLAH DASAR DI KOTA KUPANG

Rista Apriliya Devi^{1*}, Kurniayu Triastuti R. A. Ratu¹, Sumardi W. Ndolu¹,
Gupuh Rahayu¹, Nadia Khairun Nisa¹

¹Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nusa Cendana, Indonesia

*Correspondence: rista.aprilia.devi@staf.undana.ac.id

ABSTRACT

This Community Service aims to provide in-depth insight into the principles of the Merdeka Curriculum, as well as provide practical skills to teachers in designing and delivering learning that can be tailored to the needs and abilities of each student so that they are able to compile Differentiated Learning teaching modules. This training took place at SD Inpres Lasiana, Kupang City. There were 24 participants, who were representatives from schools in Kupang City. The methods used in this activity were discussion, question and answer, assignment, simulation and demonstration. The result of this activity is that teachers are able to develop differentiated learning designs (Differentiated Teaching Modules) and demonstrate these designs. Through this activity, teachers gain direct experience related to the implementation of differentiated learning in strengthening the implementation of the independent curriculum in elementary schools.

Keywords: Teaching Module, Differentiated Learning, Independent Curriculum

ABSTRAK

Pengabdian Kepada Masyarakat ini bertujuan untuk memberikan wawasan mendalam mengenai prinsip-prinsip Kurikulum Merdeka, serta memberikan keterampilan praktis kepada guru dalam merancang dan menyampaikan pembelajaran yang dapat disesuaikan dengan kebutuhan dan kemampuan masing-masing siswa sehingga mampu menyusun modul ajar Pembelajaran Berdiferensiasi. Pelatihan ini bertempat di SD Inpres Lasiana, Kota Kupang. Peserta pelatihan ini berjumlah 24 orang, yang merupakan perwakilan dari sekolah-sekolah yang ada di Kota Kupang. Metode yang digunakan dalam kegiatan ini yaitu, diskusi, tanya jawab, penugasan, simulasi dan demonstrasi. Hasil dari kegiatan ini, yaitu guru-guru mampu menyusun rancangan pembelajaran berdiferensiasi (Modul Ajar Berdiferensiasi) dan mendemonstrasikan rancangan tersebut. Melalui kegiatan ini guru-guru mendapat pengalaman langsung terkait pelaksanaan pembelajaran berdiferensiasi dalam menguatkan implementasi kurikulum merdeka di sekolah dasar.

Kata Kunci: *Modul ajar, Pembelajaran Berdiferensiasi, Kurikulum Merdeka*

Article History:

Received: 10-11-2024

Revised : 25-11-2024

Accepted: 29-11-2024

Online : 30-11-2024

A. BACKGROUND

Differentiated Learning Training in the Context of Strengthening Independent Curriculum Learning for Elementary School Teachers is a crucial initiative to ensure that elementary school teachers have sufficient competence and understanding related to the implementation of the Merdeka Curriculum with a differentiated approach. This training is expected to provide in-depth insight into the principles of the Merdeka Curriculum, as well as provide practical skills to teachers in designing and delivering learning that can be tailored to the needs and abilities of individual students.

Education is the main foundation for the development of a nation, and the implementation of a relevant curriculum is key to the success of the education system. In Indonesia, the government has presented Merdeka Curriculum as an effort to provide flexibility and freedom to schools in designing and to schools in designing and compiling a curriculum that suits the characteristics and needs of students in each region. Along with the change in paradigm, the role of teachers in organizing effective and inclusive learning becomes increasingly vital (Wahyuni, 2022). Especially elementary school teachers have an important role as a basic foundation for children before moving on to middle school to college.

Through this training, it is hoped that elementary school teachers will be able to optimize the potential of each student, improve the quality of learning, and make schools an inclusive and responsive environment for student diversity. Thus, this training is a strategic step in realizing quality, relevant education and empowering each generation to face the demands of the future. According to Daga (2021), teachers have a role to innovate in the teaching and learning process by creating a learning climate that liberates and answers the needs of students. This means that the teacher's role as a learning designer is a must, including in designing learning that accommodates children's learning needs (differentiated learning).

A differentiated learning approach can be a solution to respond to the diversity of each child (Purnawanto, 2023). Differentiated learning is an effort to adjust learning that is conditioned by the teacher by accommodating the interests and learning needs of students (Herwina, 2021). Furthermore, it is said that this differentiated learning will be carried out well, if teachers are willing to fight harder to become more reliable as facilitators. Through adjusting learning to children's learning needs, this will have an impact on improving their learning outcomes (Himmah & Nugraheni, 2023). This learning approach cannot be implemented optimally if it is not supported through education and training.

Differentiated learning is not only a slogan in the implementation of an independent curriculum, but differentiated learning is an important concept to implement, because through differentiated learning, students are taught according to their needs so that learning becomes more effective and of higher quality. In its implementation, it is found that there are still many teachers in elementary schools who have not implemented it optimally.

After analyzing, it was found that the following were included in the partner schools: Teacher Knowledge Limitations, Student Diversity, Challenges of Independent Curriculum Implementation, Learning Quality Gaps, Limited Resources, Demands of Educational Development

Differentiated learning training in the context of strengthening independent curriculum learning for primary school teachers is important to address these issues. By providing in-depth understanding, practical skills, and needed support, this training is expected to improve the quality of learning, minimize gaps, and empower teachers in facing the dynamics of contemporary education.

The solution to be achieved in the community service program is to increase understanding of differentiated learning which includes: Socialization of understanding of differentiated learning of the independent curriculum, Equalization of perceptions among teachers to understand the preparation of teaching modules that are appropriate and to be implemented in differentiated learning, Training on differentiated learning practices, Training on the practice of making teaching modules. This training is expected to provide in-depth insight into the principles of differentiated learning in the Merdeka Curriculum, as well as provide practical skills to teachers in designing and delivering learning that can be tailored to the needs and abilities of each learner. According to Waxman et al. (in

Lindner & Schwab, 2020) state that because each child is different, including in terms of learning, it is necessary to adjust learning to the experiences, talents, and interests of each student.

Through this training, it is hoped that elementary school teachers will be able to optimize the potential of each student, improve the quality of learning, and make schools an inclusive and responsive environment for student diversity. Sutaga (2022) emphasized that differentiated learning actually wants to ensure that there is support from teachers for each of their learning processes. Thus, this training is a strategic step in realizing education that is quality, relevant and empowers each generation to face the demands of the future.

B. IMPLEMENTATION METHOD

Community service with the title “Training on Differentiated Learning Implementation in the Context of Strengthening the Implementation of Merdeka Curriculum for Elementary School Teachers”. This community service activity took place at SD Inpres Lasiana, Kupang City April 25, 2024. This activity starts at 08.00 WITA until completion. Elementary school teachers who attended this activity totaled 28 people and were representatives of elementary schools in Kupang City. This activity began with an opening ceremony, where there were remarks from the principal of SD Inpres Lasiana, Mr. Joni A. Higa Huki, S.Pd., M.M., Gr. and also the Team Leader of Community Service Activities, Dr. Taty R. Koroh, M.Pd.

The principal of SD Inpres Lasiana, in his remarks stated that he was very grateful to the PKM team from PGSD Undana for choosing his elementary school as a place to carry out activities, and this activity was very much needed, especially for grade 3 and grade 6 teachers who would implement the independent curriculum in which there was this differentiated learning approach. He hopes that the teachers who take part in the activity as representatives, can take part in this activity well in order to gain knowledge and knowledge regarding differentiated learning and its implementation, so that when it is implemented, it does not become a new thing that is difficult and needs adjustment again.

The methods of implementing community service activities are:

1. Planning

Planning activities include:

- a. Coordinating with the local school principal and allocation of activity time. Activities were conducted using discussion and question and answer methods. In addition to targeting to strengthen teachers' understanding of differentiated learning, another target of this stage is to increase teachers' motivation to make various innovations in learning.
- b. The team will analyze the situation and problems of partners related to differentiated learning through direct observation and interviews with principals, teachers, and some students. Furthermore, the team will conduct mapping and determine solutions.

2. Implementation

The next stage of implementation is carried out in two stages, namely the socialization of differentiated learning for teachers in Kupang City by providing an understanding to teachers related to the concepts, principles, characteristics of differentiated learning in elementary schools. Then the practice of differentiated learning and its good practices in order to improve the ability of teachers to implement differentiated learning, one aspect of the independent curriculum that is inseparable in learning. Furthermore, the making of independent curriculum teaching modules that will be implemented in differentiated learning.

3. Evaluation

In this evaluation activity, it is carried out by compiling output targets in the form of articles that will be published into national journals.

4. Reflection

Reflection activities are carried out together between all participants, resource persons, and also all members of community service.



Figure 1. Material Session by Dr. Taty R. Koroh, M.Pd.

In this session Dr. Taty R. Koroh, M.Pd started the material by asking the teachers to imagine the students they teach, what are their uniqueness, strengths or weaknesses, what are their basic learning abilities (reading, writing, and arithmetic), what teaching materials to be taught and what are the initial abilities of children to enter the learning of these materials, and what is the learning style of their students. When these questions are answered, it can be realized that diversity is a necessity. This means that in learning, children's abilities should not be generalized.

Teachers need to accommodate the needs of these children in order to adjust to the learning design that teachers design to be implemented. Through the application of differentiated learning, teachers can develop the potential of students (Mulyawati, et al., 2022). Dr. Taty further stated that differentiated learning needs to align the learning process with the learning needs of students. To harmonize this, teachers need to understand the learning needs of children, so a diagnostic assessment is needed using test instruments to determine the extent of mastery of prerequisite material and initial understanding of the material that the teacher wants to convey. In addition, it can also use a learning style questionnaire to identify the style of each student's learning style. Learning needs to be adapted to the characteristics of students' learning styles. Differentiated learning has a positive effect on student learning outcomes, where student learning outcomes in classes taught by applying differentiated learning are better than classes taught conventionally (Iskandar, 2021; Sitorus, et al., 2022).

The next material was the preparation of differentiated teaching modules delivered by Mrs. Rista Apriliya Devi, M.Pd. In this session, teachers were given examples of differentiated teaching modules, as well as examples of differentiated learning implementation in elementary schools. The teachers looked very enthusiastic because they were directly involved in the simulation of the implementation of differentiated learning by Mrs. Rista.



Figure 2. Material Session by Mrs. Rista Apriliya Devi, M.Pd.

In the material for preparing differentiated teaching materials, it was conveyed by Mrs. Rista that in compiling differentiated teaching modules teachers need to map in advance related to children's learning abilities in at least three categories, namely high and low learning abilities. In addition, teachers also need to map children's learning styles, as well as children's mastery of prerequisite material. Why are these things important, because through this mapping the teacher can differentiate learning. Differentiation in the concept of differentiated learning is threefold: content, product and process differentiation. Content relates to the right material according to the initial abilities that children have, product relates to the outcomes that must be achieved by students, and process relates to the methods and strategies used by teachers to help students achieve the learning objectives to be achieved.

C. RESULTS AND DISCUSSION

The targets that have been achieved in this activity are training and mentoring as well as guidance and preparation of teaching modules from elementary school teachers in Kupang City. This community service activity began with a presentation on the definition of differentiated learning, the characteristics of differentiated learning, the principles of differentiated learning, differentiated learning strategies, how to implement differentiated learning in the classroom, and examples of differentiated learning. The second day discussed the components of teaching modules, teaching module criteria, how to compile teaching modules, and examples of teaching modules.

On the last day, namely the third day, practice is carried out, namely assistance to teachers regarding the practice of differentiated learning and the practice of preparing teaching modules, where teachers from several schools have not found the same perception in preparing teaching modules. So, this training and mentoring is expected for teachers to equalize perceptions related to the preparation of teaching modules. This activity uses an andragogy approach, which prioritizes the revelation of the trainees' experiences, analyzing, concluding, and generalizing in an atmosphere of active, innovative, creative, effective, fun, and meaningful activities. The role of the resource person is only a facilitator.

The training on the implementation of differentiated learning in independent curriculum learning for elementary school teachers aims to increase teachers'

insights, knowledge, skills, and equalize perceptions among teachers related to differentiated learning with the hope that it can help teachers in preparing learning tools and implementing differentiated learning in the classroom based on the characters and needs of students. In addition, mentoring and coaching aims to hone skills in implementing differentiated learning and preparing teaching modules in the implementation of teaching and learning activities in the classroom.

Based on the evaluation through observation of the activities, it can be said that the participants can utilize this training activity well. Where the result of this activity is the preparation of teaching modules that have been made in accordance with the concepts, principles, and examples of correct teaching modules.

Results understood by teachers: First, to carry out differentiated learning in mathematics, teachers map students' learning needs through diagnostic assessment. Next, teachers design learning according to the results of the mapping by writing it in the teaching module. After the learning is complete, teachers conduct continuous evaluation and reflection to determine which students still need special guidance or vice versa. Secondly, differentiation does not mean that all learning components are differentiated. Differentiation in content does not mean that teachers create different materials for each student. Differentiation in process does not mean that the teacher teaches differently for each student, and differentiation in product does not mean that one student will get different assignments from other students. Thus, differentiated learning, especially in mathematics, is a reasonable decision on how teachers respond to students' mathematics learning needs.

D. CONCLUSIONS AND SUGGESTIONS

The training on the implementation of differentiated learning in independent curriculum learning for elementary school teachers aims to increase teachers' insights, knowledge, skills, and equalize perceptions among teachers related to differentiated learning with the hope that it can help teachers in preparing learning tools and implementing differentiated learning in the classroom based on the characters and needs of students. In addition, mentoring and coaching aims to hone skills in implementing differentiated learning and preparing teaching modules in the implementation of teaching and learning activities in the classroom.

Based on the evaluation through observation of the activities, it can be said that the participants can utilize this training activity well. Where the result of this

activity is the preparation of teaching modules that have been made in accordance with the concepts, principles, and examples of correct teaching modules. The results understood by the teacher: First, to carry out differentiated learning in mathematics subjects, teachers map students' learning needs through diagnostic assessments. Next, teachers design learning according to the results of the mapping by writing it in the teaching module. After the learning is complete, teachers conduct continuous evaluation and reflection to determine which students still need special guidance or vice versa. Secondly, differentiation does not mean that all learning components are differentiated.

Differentiation in content does not mean that teachers create different materials for each student. Differentiation in process does not mean that teachers teach differently for each student, and differentiation in product does not mean that one student will get different assignments from other students. Thus, differentiated learning, especially in mathematics, is a reasonable decision on how teachers respond to students' mathematics learning needs.

School principals as leaders and supervisors of educators' performance in schools need to continue to support the implementation of differentiated learning. Facilities and infrastructure needed in differentiated learning need to be fulfilled. Likewise, in order to achieve good human resources in implementing differentiated learning, especially in mathematics subjects, school principals need to increase opportunities for teachers to attend workshops, training, and socialization of differentiated learning implementation.

ACKNOWLEDGMENTS

On behalf of the academic community of the Elementary School Teacher Education Study Program in Kupang, University of Nusa Cendana (UNDANA), we would like to thank the Elementary School where the training was held at SD Inpres Lasiana, Kupang City for the assistance and cooperation that has been given to the Community Service event with the theme "Training on Making Teaching Modules for Differentiated Learning in the Independent Curriculum for Elementary School Teachers in Kupang City". Hopefully this activity can provide maximum benefits for participants in particular and also for teachers in Kupang City.

REFERENCES

- Daga, A. T. (2021). Makna merdeka belajar dan penguatan peran guru di sekolah dasar. *Jurnal Educatio Fkip Unma*, 7(3), 1075-1090.
- Herwina, W. (2021). Optimalisasi kebutuhan murid dan hasil belajar dengan pembelajaran berdiferensiasi. *Perspektif Ilmu Pendidikan*, 35(2), 175-182.
- Himmah, F. I., & Nugraheni, N. (2023). Analisis Gaya belajar siswa untuk pembelajaran berdiferensiasi. *Jurnal Riset Pendidikan Dasar (JRPD)*, 4(1), 31-39.
- Iskandar, D. (2021). Improving Student Learning Results in Report Text Material through Differentiated Learning in Class IX.A SMP Negeri 1 Sape For the 2020/2021 Academic Year. *Indonesian Journal of Education and Learning (JPPI)*, 1(2), 123-140.
- Lindner, K. T., & Schwab, S. (2020). Differentiation and individualisation in inclusive education: a systematic review and narrative synthesis. *International journal of inclusive education*, 1-21.
- Mulyawati, Y, Zulela, MS, & Edwita, E (2022). Differentiation learning to improve students potential in elementary school. *Pedagonal: Jurnal Ilmiah*, 6(1), 68-78.
- Purnawanto, A. T. (2023). Pembelajaran berdiferensiasi. *Jurnal Pedagogy*, 16(1), 34-54.
- Sitorus, P., Simanullang, E.N., Manalu, A., Laia, I.S.A., Tumanggor, R.M., & Nainggolan, J. (2022). The Effect of Differentiation Learning Strategies on Student Learning Results. *Jurnal Penelitian Pendidikan IPA*, 8(6), 2654-2661.
- Sutaga, I. W. (2022). Tingkatkan kompetensi guru melalui pembelajaran berdiferensiasi. *Inovasi Jurnal Guru*, 8(9), 58-65.
- Wahyuni, A. S. (2022). Literature review: pendekatan berdiferensiasi dalam pembelajaran ipa. *Jurnal Pendidikan MIPA*, 12(2), 118-126.