


Muhammad Qorib

Analysis Of Differentiated Instruction As A Learning Solution In Student Diversity In Inclusive And Moderate Education

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Abstract

Differentiated learning is learning that gives flexibility to students to increase their potential according to learning readiness, interests and learning profiles of these students. Learning solutions in the diversity of students in inclusive classes are of concern to the teacher. Learning that supports students to participate actively, creatively and innovatively in a free yet focused class. The learning process that can develop the potential that exists in students is very important because teachers must be able to explore the needs of their students by designing learning to accommodate the diversity of students that can be adapted to different levels of ability, readiness, interests and learning profiles. The method used in this research is a literature study of research articles. The analysis carried out how the differentiation learning process carried out by the teacher can be a learning solution in student diversity inclusive education.

Keywords: *Differentiated, Learning, Diversity, Inclusive*

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A. Introduction

The terms education and learning are sometimes interpreted incorrectly or ambiguously for some individuals. This is because these two terms are very closely related both from a theoretical and practical level. So for those who do not examine further the difference in understanding of the two, it is often not appropriate in the use of everyday language. While both are two very important things in efforts to improve the quality of human resources in a country. In the Republic of Indonesia Law on the National Education System (Sisdiknas) No. 20 of 2003, Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence. In other words, students should have moderate insights. Education is the process of forming intellectual and emotional fundamental skills towards nature and fellow human beings¹.²Education provides us with provision that does not exist in childhood, but we need it in adulthood.³The notion of education can be divided into three, namely narrowly, broadly and alternatively. The broad definition of education is to interpret education as life. Education is all learning experiences that take place in the environment and throughout life (long life education). Education is all life situations that affect individual growth. Simplistically education is defined as a school, namely teaching carried out or held in schools as formal educational institutions, perfect and fully aware of their relationships and social duties. Learning is a process activity and not instantaneous, because learning is a very fundamental element at every level of education. In the whole educational process, learning activities are the most important activities. The learning process built by the teacher to develop creative thinking that can improve students' thinking skills, and can improve the ability to construct new knowledge. Learning is also an effort to improve good mastery of the subject matter. This is certainly different from the notion of learning, which can be interpreted as an effort to acquire intelligence or knowledge, practice, change behavior or responses caused by experience. The process of interaction of students with educators and learning resources in a learning environment. Learning is a process to help students learn well, the assistance provided by educators so that the process of acquiring knowledge and knowledge, mastery of skills and character can occur, as well as the

¹ Dewey, John. 2003. Fundamentals of Educational Science. Jakarta: PT Raja Grafindo Persada.

² Rousseau, JJ. 2003. Educational Science. Jakarta: PT Raja Grafindo Persada, p. 69.

³ Wardana, Ahdar Djamaluddin. 2019. Learning and Learning: 4 Pillars of Pedagogical Competency Improvement. CV. Kaaffah Learning Center, Jakarta..

43 formation of attitudes and beliefs in students. Learning in general means the process of interaction between students and educators and learning resources in a learning environment that includes teachers and students exchanging information.

18 Education has a broader meaning than learning, but learning is a powerful means of organizing education. So learning is part of education. Education is a conscious effort carried out by the family, community and government through guidance, learning and/or training activities that take place at school and outside of school. This conscious effort is carried out in the form of learning in schools/classes, where there are educators who serve their students in carrying out learning activities, and educators assess or measure the level of learning success of their students with predetermined procedures. The learning process is a fundamental process in educational activities in schools. From this learning process, then students obtain learning outcomes which are the result of an act of learning interaction, namely experiencing a process to improve their mental abilities and teaching acts, namely teaching students. Therefore, speaking of learning, the main focus and orientation is focused on the quality of students as output in the learning process. Education is considered advanced if the learning is of high quality, for this reason it is necessary to need learning models and theories that are far superior by applying various models in the teaching and learning process. The teaching and learning process certainly contributes greatly to education. Because the spirit of education is a process of learning. So that good education has the ability of educators in managing the class, a teacher must be able to understand the conditions of the learner so that the educational process can run optimally. The teacher's ability to understand the conditions and characteristics of these students is very much needed. In the teaching and learning process, because on the one hand there are students who are able to learn with visual methods and on the other hand there are those who like audiovisual methods.⁴ Education must be able to accommodate all the uniqueness and different characteristics of students. Education should be open to all and provide for the needs that exist in individual learners. The diversity that exists within students should always be considered, because students grow and develop in a pluralistic and multicultural environment and culture in accordance with the conditions of their respective backgrounds.

7 The best learning for students in schools will have a tremendous impact on developing students' potential in this educational process. The teacher's role is not only as a messenger to students but more than that, the teacher's role is as an educator who provides the best and meaningful education for students.⁵ The policies that have been made by the government over time have undergone changes or improvements, one of which is the policy in the field of education. Education policies that have undergone refinement include Kemenristekdikti policy number 371/M/2021[7] regarding the driving school program. In the ministerial decree, it was explained that the mobilization school program is a program that seeks to encourage educational units to carry out self-transformation to improve the quality of learning in schools, then carry out incentives to other schools to carry out similar quality improvements. The curriculum was developed with the aim of improving the quality of education because the heart of an education is the curriculum⁶. The independent curriculum creates active and creative learning. This program is not a substitute for programs that are already running, but to provide improvements to systems that are already running. The national education system states that in order to achieve a national education goal, education providers need a curriculum as a program that contains a set of lesson plans and is related to objectives, content, teaching materials and methods used in the learning process.

15 34 21 36 Changes and improvements to the curriculum in Indonesia have started since 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 was a revision of the 1994 curriculum, 2004 was a Competency-Based Curriculum, and the 2006 curriculum was called the Level Curriculum. The Education Unit (KTSP), and in 2013 the government through the ministry of national education changed back to the Independent Curriculum (Kurtilas) and in 2018 there was a revision to the Revision Kurtilas⁷. At present the

⁴ Mawaddah, et al. . 2022. Implementation Of "School Mobilization Program" In The Independent. ASCARYA, Vol. 2 No. 2 , pp. 155-168 A.

⁵ Aprima, Desi and Sasmita. 2022.

⁶ Aprima, Desi

⁷ Barlian & Iriantara. January 2021. Implementation of the Revised 2013 Curriculum during the Pandemic at SMK IBS Tathmainul Quluub Indramayu. Vol. 2 No. 1, pp. 118-126.

curriculum being developed is an independent curriculum, especially for organizing drive schools⁸. The development of a more humanist educational paradigm, with the birth of inclusive education provides opportunities for all children to get quality education. Providing educational attention and services according to what is required of each student. Inclusive education is education based on an open spirit to embrace all people in education. Inclusive education is the implementation of education with a multicultural perspective [12] which can help students understand, accept and respect other people of different ethnicities, cultures, values, personalities and physical and psychological functioning, and religions as well. Accept and respect other people of different ethnicity, culture, values, personality and physical and psychological functioning. [13]

Inclusive education is synonymous with moderate education. If in the context of inclusive education the environmental background aspects surrounding the students are more emphasized, then in moderate education the aspects emphasized are characteristics, such as; tolerant, balanced, appreciative of culture, and love of the country. A spirit of inclusion and moderation is an important part of the curriculum. This enthusiasm in the next stage becomes an important part of forming student characteristics. The philosophy underlying inclusive education is the belief that every child, either because of a physical/mental development disorder or special intelligence/talent, has the right to receive education like other 'normal' children in the same environment (Education for All). [14] All children, both those who have more intelligence/talent or have physical and mental deficiencies or constraints that require specific services, should be educated together in the diversity that exists within them. Because in inclusive schools they don't just pursue academic abilities but more than that, they learn about life itself. [15]. The expected product in an education is students who are able to apply their knowledge in everyday life. Therefore, the concept of education must be able to touch the conscience and competence of students, because this will be even more important when someone enters real life, namely in society and the world of work.

The results of empirical observations in the field indicate that most school graduates who are unable to adapt to developments in science and technology are difficult to retrain and are unable to develop themselves. This condition illustrates that learning in schools has not touched or developed the adaptation of students. Not only at the school level, university graduates also face the same problem. One of the principals of a public high school in the city of Tual said that the biggest challenge when accepting new teachers was adapting to classroom administration and learning. Things that are obtained on campus are also not necessarily in accordance with the conditions in the field or the demands of learning at school. Trianto also said that many graduates were not absorbed in the world of work, their competencies did not match the needs of the workforce⁹. On the other hand, there are graduates who actually work not in accordance with their scientific basis and there are various jobs they are involved in, but not in accordance with the major chosen at school or college. It should be realized that in the process of learning differential equations, sometimes students cannot be separated from obstacles and difficulties in understanding the concept of differential equations material.¹⁰ Sometimes students cannot be separated from the constraints and difficulties in understanding the concept of differential equation material.¹¹

The existence of situations and conditions that underlie the diversity of students between schools in the interior and schools in urban areas has different challenges that must be faced by every teacher. However, if in any condition and situation the teacher is able to carry out learning and is able to actualize himself in guiding students by utilizing all conditions then both of them will achieve the success that each condition aspires to requires the teacher to innovate in order to be able to carry out meaningful learning. In this way, students can go home with a handful of hope through the knowledge, skills and

⁸ Cipta, Eliva Sukma and Jarnawi Afgani Dahlan. December, 2021. Analysis of learning differential equations based on research articles. *Journal of Analysis*. Vol. 7 No.2 pp 164-173

⁹ Al-Tabany. 2017. *TIB Designing an Innovative, Progressive, and Contextual Learning Model: Concept, Foundation, and Its Implementation in the 2013 Curriculum*. (Integrative Thematic Curriculum/KTI), 3rd Cet. Jakarta: Kencana.

¹⁰ Cipta, Eliva Sukma and Jarnawi Afgani Dahlan. December, 2021. Analysis of learning differential equations based on research articles. *Journal of Analysis*. Vol. 7 No.2 pp 164-173.

¹¹ Ambarita, Jenri and Pitri Solida Simanullang. 2023. *Implementation of Differentiated Learning*. West Java : CV. P 2-4. Adanu Abimata.

attitudes they have acquired. But it is very unfortunate if with adequate facilities the students get nothing but a pile of notes and assignments. The existence of an inclusive class can fulfill the needs of the diversity of students by providing learning that must be appropriate to the situation and conditions. Appropriate learning in accordance with the conditions makes the right solution for the condition of the diversity of students' profiles, one of which is with differentiation learning. Differentiated learning is believed to be able to bring about educational improvements¹².

At present we are entering a new world of educational paradigm which requires teachers to be able to design and implement meaningful and enjoyable learning. Teachers no longer teach according to the media and learning methods they like, but must adapt to the characteristics of students. Of course the awareness that needs to be fostered for every educator is that teachers must be aware and have a frame of mind that every student is smart. The uniqueness that God has created is multiple intelligence, 8 types of spatial (visual) intelligence, linguistic (verbal) intelligence, logical (mathematical) and kinesthetic (physical) intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. According to him, this talent has existed since the child was born and is formed through parenting from parents.

However, based on several research results, it still shows that Islamic social finance has not been able to keep up with the rapid growth of the Islamic commercial financial sector¹³, the high number of problems and challenges (16.09%) faced in implementing financial integration. And it still exists Islamic commercial financing currently still imitates the conventional system by implementing a fractional reserve banking system, pooling funds and liabilities which can ultimately result in the risk of bubbles, mismatches and liquidity leading to the Global Financial Crisis (GFC). According to Ascarya (2016) in countries that implement a dual financial system, financial system stability can be improved by integrating both aspects on a small/micro scale. Integrating Islamic commercial and social finance in Islamic financial institutions is very important to maintain the stability of the financial system as a whole by maximizing the role of zakat and waqf as well as infaq and shadaqah in achieving micro and macroprudence. This research will analyze the problem Integration of Islamic Commercial and Social Finance in Improving Financial System Stability based on a review of existing literature and selected according to the topic of discussion. It is hoped that this research can contribute to improving the stability of the financial system, especially the financial system in sharia financial institutions.

B. Method

The approach used in the research carried out uses a qualitative method approach, which is to describe and elaborate on the Analysis of Differentiated Instruction as a Learning Solution in Student Diversity in Inclusive Education. The data collection technique used in this research is literature study where library research is the activity of collecting research-related materials from scientific journals, literature, and authors. This literature study was conducted to obtain theoretical information so that researchers have a strong theoretical basis as a scientific result. The data in this study are based on books and journals that are relevant to research.

C. Method

This research is descriptive research that uses a literature review approach. Research data comes from selected articles for 6 years (2018 - 2023) in accordance with the research theme, namely about "Integration of Commercial and Social Finance" and about "Financial System Stability". To strengthen theory and analysis, literature is used in the form of books, opinions and summaries as well as other information sourced from internet searches. Data in the form of research results that have been collected are then reviewed and analyzed and then conclusions are drawn.

D. Results and Discussion Differentiated Instruction

¹² Qorib, Muhammad. 2022. CKJ Perjuangan, CK Jaya-Intiqad Journal of Religion and Islamic Education.

¹³ Widiastuti T, Auwalin I, Rani LN, Mustofa MU Al. (2021). The influence of business growth mediation on the zakat empowerment program and mustahiq welfare. Convincing Bus Manager; 8 (1):1882039. doi:10.1080/23311975.2021.1882039

17 Children who are the same age and come to school together, do not necessarily have the same body size, hobbies, personality, likes or dislikes. Their abilities also vary, maybe some already understand a lot of things but some don't understand anything. They have something different, because children have a lot of different things in them. They are born from different backgrounds, cultures, religions and habits so that it will greatly affect everything in them.¹⁴Classes characterized by cultural and linguistic diversity demand a variety of strategies to differentiate teaching so that the diverse and many needs of students can be met. In a differentiated class, the teacher will start teaching based on needs, readiness (where is the student's position), interest and then using the many teaching models and instructional arrangements needed. In the Inclusive School in Action book, the curriculum used in inclusive schools is to modify the curriculum, where the curriculum is designed according to the needs of students in the form of lessons and skills according to the child's ability level by providing learning materials that are appropriate to the student's ability. This can also be done by changing the content of the curriculum and learning strategies given by the teacher to students or referred to as Differentiated of Instruction and also using the student-center method (a child-centered teaching method according to the needs of the child)¹⁵.¹⁶In differentiation learning means mixing all the differences to get some information, make ideas and express what they learn. Each student can learn, share experience, and put the differences into respect and appreciation. This means that differentiation learning creates a diverse class by providing opportunities to gain content, process an idea and improve the results of each student, so that students will be able to learn more effectively. "In its simple form, differentiated instruction means that you are consistently and proactively creating different pathways to help all your students to be successful." From the statement above, it can be explained that in differentiation learning, a teacher must be consistent and proactive in finding ways to help their students learn so that they will achieve success in achieving or achieving the learning process in the classroom. For example, if a teacher gives a reading assignment to his students, the teacher must know the level of reading ability of his students, so that he gives reading assignments according to the students' reading levels and can also relate it to the interests of these students. So that differentiation learning does not add to the burden of students in learning but instead creates a fun learning atmosphere and stimulates children to continue learning so that it will help children achieve success in learning.¹⁷

39 Other references also mention that Differentiated of instruction is a modification of the curriculum where all children can learn in one class with different levels of ability. This approach is carried out in the teaching and learning process in the classroom with various abilities of different children in the class. The meaning of differentiated itself is that each child has different curriculum standards according to their needs. This means that the teacher must modify the content, process/way of thinking (the thinking process) and the product that must be done as an evaluation, based on the characteristics of the child, the level of readiness of the child, the interests or preferences of the child, multiple intelligences, giving instructions and learning, or material that varies according to the level of ability of the child,

1 The things that support the views or philosophies regarding differentiation learning are as follows:

- 1 a. All students basically have strengths in certain fields.
- 1 b. All students have areas that need to be strengthened.
- 1 c. Every student's brain is unique like a fingerprint.
- 1 d. Never too late to learn.

1 e. When starting a new topic, students bring their previous knowledge base and experience into learning.

- f. Emotions, feelings, and attitudes influence learning.
- g. All students can learn.
- h. Students learn in different ways at different times.

Many teachers cannot imagine how this differentiation learning approach will work, because they have been carrying out a one-way and teacher-centered learning process for years. By using a

2 ¹⁴ International Symposium Inclusion and the Removal of Barriers Learning, Participation and Development. 2006. (<http://www.idpeurope.org>). Accessed 2023.

2 ¹⁵ McLeskey, James & Waldron, Nancy L. 2000. Inclusive Schools in Action, p. 150. Alexandria: ASCD.

26 ¹⁶ Tomlinson, Carol A. 2001. How to Differentiate Instruction in a Mixed Ability Classroom. 2nd Ed. p. 1 ASCD. Virginia USA.

2 ¹⁷ Hollas. 2005. Differentiating Instruction in a Whole Group Setting. p.s. 3. USA: Crystal Springs Books.

differentiation strategy and providing activities that are tailored to the needs of students seen from the readiness, interests and learning styles of students, it is hoped that student needs will be met, students will be able to learn according to their respective abilities.

This learning model requires an awareness and serious hard work in analyzing information data obtained from students in class, then this data is used as material in making decisions in providing learning to students that will be adjusted to abilities and used in changing something that needs to be changed also provides things that are more necessary for each student. To better understand what differentiation learning is and what differentiates it from other approaches, we will discuss one by one in this regard.

1. Differentiation learning is not individual learning. As was the case with the development of education in the 70s, that if there were students who had different levels of ability in class, then in learning according to their abilities, the child would be withdrawn from the class he was in and would be given individual learning in accordance with the abilities he was in another room or separate from the class. In contrast to differentiation learning, that children who have different abilities, will be given the opportunity to learn, not separated because of their level of ability but focusing on the meaning of learning itself and also the strengths each student has. The learning model in teaching, sometimes the teacher will teach in "whole class" or large groups, sometimes small groups and sometimes individually in a class. This variation is very important in increasing students' understanding and skills as well as building a sense of togetherness in the group.
2. Differentiation learning is not chaotic or chaotic learning. Many teachers who experience fear of a repeat of the incident at the beginning of the new school year are unable to cope with the behavior of their students in class. This should not happen if the teacher does good classroom management. A teacher who applies differentiation learning, will be proficient in leading the class and quickly tackling this problem. Compared to teachers who use the teacher center approach (the teacher becomes the center of learning), teachers who apply differentiation learning will manage and monitor classes by using several activities together. Teachers will also assist children in developing rules to control behavior, provide and directly monitor activities and provide stages of learning related to children's learning experiences. Differentiation learning in the classroom will provide the effectiveness of learning objectives and not classes without planning or indiscipline.
3. In differentiation learning, groups are not homogeneous but are flexible (Flexible Grouping). Students who are strong in certain matters do not necessarily have the same strength in other fields. For example, maybe the student will have strength in understanding a passage, not necessarily in writing, he will be able to write with correct spelling or write sentences correctly, or in mathematics, maybe the student will experience weakness in counting, and so on. In this flexible group, the teacher will understand that there may be some students who work slowly on new assignments and then will be given explanations to speed up their work while others learn but do it slowly. In differentiation learning, groups will always change based on the needs and learning experiences of students.
4. Differentiation learning is proactive and based on assessment. In classes that apply differentiation learning, we must think that students have learning needs that are diverse and different from one another. Teachers must be proactive in finding and planning in various ways to be able to express how students can learn. The teacher will be able to plan how students learn by conducting an assessment in advance based on the level of student readiness, interests and learning styles of each student. In class students will have different characteristics, which may indicate the need for curriculum and learning modifications. The explanation of the three things that will be carried out by the assessment are:

a) Readiness

Students who have readiness to learn something which already has knowledge of what will be learned, understands it and has good skills, will certainly be successful and be able to achieve the assigned task. It is different for students who do not understand what they are going to learn, so they will be students who find it difficult to learn learning themes/topics and may be frustrated because they cannot complete assignments properly. Understanding in learning will be better if the level of difficulty given is slightly higher than the previous level of knowledge, understanding and skills. This will help in associating new knowledge and new levels of knowledge. The readiness of students will

be closely related to the level of development of understanding and achievement in class (achievement).

b) Interest

Interest is the biggest factor from within a person in motivating to learn. A wise teacher will connect the content being studied with the interests of their students. This will maintain the level of student attention in learning. The interest of this student relates to all things that students like or dislike and about their hobbies.

c) Learning profile

Learning style is a way / way how these students can learn well. Some students might prefer learning by discussing with their peers, but there are also some who are more interested in learning on their own. There are students who learn from several parts of the theme but there are those who analyze it. Teachers are required to be observant in understanding the learning styles of each of their students. As for the child's learning profile, it will also be linked to social/emotional factors, namely regarding language, culture, health, religions, reality in the family, and other specificities. In addition, the learning profile is also related to a person's learning style. There are several child learning styles including visual (seeing pictures, reading), some are auditory (listening to lectures or discussions), there are also those who have a learning style by moving (kinesthetic). Multiple intelligences are also related to this learning profile. There are 8 intelligences, namely logical-mathematical, linguistic, musical, spatial, bodily kinesthetic, interpersonal, intrapersonal and naturalist. This theory will assist in adapting teaching to students, besides that the teacher must also know the learning profile or learning style of each student [25]. After the assessment is carried out, then a design or planning of learning experiences is made based on students' understanding, taking into account the learning products/results to be made or making a final assessment as a final to determine students' success in learning. besides that the teacher must also know the learning profile or learning style of each student [26].

5. Differentiation learning uses multiple approaches in content, processes and products. In a differentiation class, the teacher will pay attention to 3 important elements in differentiation learning in class, namely (1) Content (input), which is about what students learn, (2) Process, namely how students will get information and make ideas about what they learn, (3) Product (output), how students will demonstrate what they have learned. The three elements mentioned above will be modified and adapted based on the assessment carried out according to the level of student readiness, interest and learning profile. In this case the teacher will modify how each student will learn a learning topic. For example, the teacher will teach mathematics in which the objective is that students can read time. From the students in the class, maybe the teacher will find children who don't understand the concept of numbers, there are also those who don't understand the concept of time and maybe some students in their class already understand and can read time well. For children whose level of readiness is ready and understands the content they are going to learn, this does not make it a problem for students to learn the same things according to the content that has been determined. For those who do not understand the level of readiness regarding the content, the teacher needs to make modifications and adaptations based on the level of readiness of the students. Maybe the teacher will find children who don't understand the concept of numbers, there are also those who don't understand the concept of time and maybe some students in their class already understand and can read time well. In the process, it can be seen how students get information or how they learn. In another sense, it is student activity in gaining knowledge, understanding and skills based on the content to be studied. Activities will be said to be effective if based on the level of knowledge, understanding and skills of students. Students will be able to do it by themselves and useful for themselves.

Meanwhile in products that are proof of what they have learned and understood. Students will demonstrate or apply what they already understand. The product will change students from "consumers of knowledge to producers with knowledge".

6. Differentiation learning is a student-centered learning model. The rationale for differentiation learning is that students are different and learning experiences will be more effective if learning is fun, relevant (according to conditions) and interesting (interesting). Teachers in differentiated classrooms will understand the needs of each student to help increase responsibility for their own development. In the differentiation class, students must be active and evaluate the decisions they make and train

students to be responsible and share with other friends when they work in groups with a variety of groups. In this case also teaches them to prepare their own life.

Other references also explain that Differentiated Instruction is said to be effective in helping children with special needs at school because of the following:

- a. Differentiated Instruction is proactive, where the teacher has the assumption or view that students who study with him have different ways of learning, different needs and different learning plans.
- b. Differentiated Instruction is more concerned with quality than quantity. This means that learning outcomes are not seen from the number of tasks that have been done, but based on the quality of the child's own understanding. So that it will be more effective in helping children with special needs by providing something they need or according to their needs.
- c. Differentiated Instruction also uses multiple approaches by using various approaches to the learning process both in content, process (how children capture information) or from products that are produced as evaluations (how children demonstrate something they have learned).
- d. Differentiated Instruction is student centered (child-centered), which will motivate children to continue learning because they learn according to their abilities, relate to what they need and the most important thing is that learning is fun.
- e. Differentiated Instruction is "organic" which means that the teacher will think about how his students can learn and adapt what can be done in class according to their abilities and needs.
- f. Differentiated Instruction is also a dynamic process, where the teacher will always monitor what and how their students learn and adapt the class according to the needs of each student¹⁸.
- g. Differentiated instruction instills life values in students' insights, such as; religious diversity, tolerance, love of the country, respect for culture.

1. Flexible Curriculum can Support Differentiated Learning

The curriculum in question is in accordance with the definition of curriculum contained in the National Education System Law No. 20 of 2003 article 1 paragraph 19, curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as the methods used as guidelines for implementing learning activities to achieve educational goals. While flexible in the Big Indonesian Dictionary, namely flexible, easy to bend, flexible, easy and fast to adapt. ¹⁹said that what is called a flexible curriculum is a program aimed at giving students access according to their needs and capacities.

With the increasing diversity of students in schools, a flexible curriculum is needed. The flexibility of the curriculum is usually around students, namely about what choices are available to students and how these choices affect their learning, with this flexible curriculum students can manage their own learning process and learning environment²⁰. Therefore, a flexible curriculum is a set of plans or programs that are flexible, flexible and can be adapted to the circumstances, capacities and needs of various students as a guide in the learning process to achieve learning goals²¹

Accordingly, a flexible curriculum can be reviewed by considering the function of the curriculum itself.[31] Curriculum can be classified based on 6 functions, namely:

- a. Preparation, that the curriculum as an educational tool must be able to prepare students to continue to the next higher level of education
- b. Adjustment, that the curriculum that is built must be able to provide direction so that students can adapt and overcome the problems/issues they face in their surrounding environment flexibly.
- c. Integration, that the curriculum must be able to build individuals who have complete knowledge and skills, so that they can integrate flexibly with the surrounding community locally and globally.

¹⁸ McLeskey, James & Waldron, Nancy Lp85. 2000.

¹⁹ Rao, K., & Meo, G. 2016. Using universal design for learning to design standards-based lessons. SAGE Open, 6(4), 1–12.

²⁰ Purba, Mariati et al. 2021. Academic Text on Principles of Differentiated Instruction Development in Flexible Curriculum as a Form of Free Learning, Center for Curriculum and Learning, Standards Agency, Curriculum and Education Assessment, Ministry of Education, Culture, Research and Technology, Republic of Indonesia.p .20. Jakarta.

²¹ Ministry of Education and Culture. P. 20-21.2021.

Of course this can be realized through multidisciplinary and interdisciplinary approaches between subjects.

- d. Differentiation, that the curriculum is implemented in a learning atmosphere that is adapted to the circumstances of students, while still providing equal educational rights for all students according to the needs and differences of each individual.
- e. Selection, that curriculum gives flexibility to students to choose programs according to their interests and abilities, so that the curriculum must provide various alternative programs for students.
- f. Diagnostic, that the curriculum as an educational tool must be able to help and direct students to be able to accept the strengths (potential) and weaknesses that exist within them.

2. Application of Flexible Curriculum in Differentiated Learning Processes

A flexible curriculum if implemented in the learning process in each class can result in a learning process that is also flexible, and follows the circumstances and needs of students. Flexible learning is a set of educational approaches and systems related to providing choices, convenience, and personalization according to the needs of students. Specifically that flexible learning provides learners with choices about where, when, and how learning occurs by using various technologies to be able to support the teaching and learning process.

In the process of implementing a flexible curriculum,²² the importance of the right approach is the foundation. Elements that need attention include teacher readiness, teacher professional education, and curriculum design. He also added that the main priority in the flexible curriculum is the diversity of learning instruction formats for students, so that their learning experiences become more diverse according to students' characteristics.

Important principles of humanistic learning, among which are the following:

- a. Humans have the ability to learn naturally.
- b. Significant learning occurs, if the subject matter is felt by students to have relevance to their respective goals.
- c. Self-initiated learning that involves the student's whole person, both emotionally and intellectually, is a way that can produce deep and lasting results.
- d. Confidence in oneself, independence, and creativity are easier to achieve, especially if students are accustomed to self-examination and self-criticism.
- e. Learning is facilitated when students are involved in the learning process, and take responsibility for the learning process

So in education the principles of humanistic learning and Rogers' theory can be applied in various forms of educational action that apply humanitarian principles. Among its applications in learning are:

- a. The teacher provides opportunities for students to express their thoughts and feelings related to ongoing educational and learning process.
- b. The teacher gives students the opportunity to internalize or live up to the events that take place during the education and learning process, thereby developing a feeling of empathy for students, which then becomes a tool for introspection on themselves.
- c. The teacher provides opportunities for students to appear to be themselves, with their complete identity, thus strengthening student independence in the process of developing their personality²³.

From these three points it can be observed that the learning carried out is very humane, and the central point is learner centered. Where students are given freedom in thinking, analyzing, even in being creative (the freedom in question is freedom that has positive value). The teacher in this case is like a therapist who tries to provide the best service to his students. As much as possible the teacher creates a comfortable and enjoyable atmosphere, so that students can communicate and actualize all the potential that exists within them. The teacher in Rogers' learner centered theory performs two roles at once. First, the teacher as a member of the study group (acting as a peer), second, the teacher as a leader of learning activities.

²² Barber, Arthur Harry. "A study of the flexible curriculum system at the School of Education at the University of Massachusetts." (1978). Doctoral Dissertations 1896 - February 2014. 3366. https://scholarworks.umass.edu/dissertations_1/3366

²³ Jamaris, Martini. 2013. A New Orientation In Educational Psychology. Jakarta: Penamas Foundation.

- a. Teachers help create a conducive classroom climate so that students have a positive attitude towards learning.
- b. Teachers help students to utilize their drive and aspirations as a driving force for learning.
- c. The teacher emphasizes the purpose of learning activities that are related to the needs of students.
- d. The teacher helps students to get information about other necessary learning resources (providing various learning resources).
- e. The teacher accepts questions, opinions, and feelings from students²⁴.

Furthermore, in the Learning and Learning book it is stated that a good type of teacher is a facilitative teacher. Among the characteristics of a facilitative teacher are:

- a. Respond to students' feelings.
- b. Design student ideas to carry out the interactions that have been designed.
- c. Dialogue and discussion with students.
- d. Respect students.
- e. Conformity between behavior and deeds.
- f. Adjusting the contents of the student's frame of mind (explanations to establish the needs of students).
- g. Smiling at students [35]

Education does not only deal with numbers and theory. This continuous theoretical habit causes the creativity of students to be cut off. Each chapter in various fields of study is never connected with real everyday life, so students fail to develop creative thinking and the ability (competence) to make products [36]. This pattern of education will produce graduates who are theoretical but poor in practice and creativity. A good learning paradigm is learning that is implemented by giving freedom, as well as a sense of security and comfort to students. Even students are given the opportunity to realize their creativity during learning takes place. Not only that, each student is expected to come up with various ideas and make them happen on their own.

In the world of education, when client centered therapy is applied it will produce students or outputs that are humane, independent, creative, responsible, never give up, competitive, and so on. This can be rationalized, because since the beginning these students have instilled positive traits. Such as, freedom of thought and creativity, independence, respect for all people, and others. Thus education is truly capable of creating superior and conscientious human beings (humanist).

B. Differentiation Learning in Inclusive Classes

The challenges faced in implementing inclusive education are not easy, many curricula in learning institutions still use the 'traditional' student model which creates challenges for various types of students; studies show that teachers do not feel ready to take on inclusive classroom responsibilities and are often unsure of what is socially expected; learning environment failed to support the nature of different learners and authentic assessment of the achievement of learning outcomes . Although teachers are generally positive about inclusion. However, they indicate some problems and barriers to implementation of inclusion, policy makers should target training and upgrading of educators as well as funding for education . Younger and less experienced teachers without training in special education show less enthusiasm and are less prepared to manage inclusive classrooms. High workload and inflexible educational curriculum policies and inadequate learning experience facilities from teacher education programs were identified as obstacles to inclusive education reform , which is commonly known as daily learning flow. The flow of daily learning in inclusive educational institutions, educators need to modify the learning process and provide opportunities for children with special needs to carry out high mobility when children are in regular classes .

C. Analysis of Differentiated Learning in Inclusive Classes

Basically all children learn, but they have different abilities in the same class. A teacher must be thorough and aware of the level of ability of each child before giving an instruction. regarding the stages of how to start differentiation learning starting from the learning objectives themselves, focusing on what students will learn and then thinking about how to teach it, the statement is as follows: "Start

²⁴ Sudjana. Nana. 2000. *Outdoor Education: Insights, History, Development, Philosophy, and Supporting Theories, and Principles*. Bandung: Falah Production.

with learning goals, first focus on his learning then think about teaching". This means that in the preparing stage of differentiation learning, we must first know the objectives of learning for students in class and then carry out an assessment. (Preparing Assessment Different for Learning Profile Different for Student Interest Different for Student Readiness Managing the Classroom). Not directly justifying a student with an assessment first, but must first know what the objectives are and how the lesson is given in order to be able to prepare students with their diversity in a humanist, inclusive, open, flexible, interactive and communicative class.

The problem is, given the diversity in learner abilities, readiness levels and learning profiles in regular classes, and following inclusion. Teachers are faced with the challenge of helping all learners to benefit from or cope effectively with learning experiences appropriate to their grade level through developing self-regulation skills. An approach to learning aimed at creating a classroom environment that is flexible yet organized to meet the needs of learners and enabling all learners to build competence in inclusive educational settings, where diversity accommodates the teaching-learning process. differentiation Learning.

E. CONCLUSION

Based on the results of a literature study of articles and several books relevant to the research obtained, the researcher can analyze what was done with Differentiation Learning:

1. The differentiation learning process carried out by the teacher can be a learning solution with student diversity in inclusive education. Differentiated learning should at least use a humanist, flexible, inclusive and open curriculum. A curriculum that is neither fixed nor rigid and does not have to be standardized, for this reason the teacher must have the development of creativity and activeness to make learning interesting according to the conditions of the students.
2. The teacher can still provide accommodation for the diversity of students both in readiness, interest and learning styles. In practice, there is a need for training for teachers on how to teach in class, so that all student needs are accommodated.
3. Differentiated learning has an impact on increasing inclusiveness in the classroom. With the attitude of mutual cooperation, participation, mutual assistance and respect for one another.
4. Differentiated learning begins with the educator's understanding of the learning objectives, continues on how the business mechanism is able to make the child focus on learning and ends with an assessment so that later the final conclusion is obtained by the teacher from the learning process of his students.
5. Differentiated learning will take the learners to be open minded, moderate, and creative, and have awareness of diversity of ethnicities, tribes and religions as well.
6. Differentiated learning broadens the insights of the students that they live in the community of a lot of diversity backgrounds.
7. Differentiated learning can be used as an effective solution for students who are constrained in learning and solutions that are implemented in running an education system with differentiated teaching effectiveness in addressing diverse learning needs in inclusive classes.

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