

Application of Differentiated Learning Methods to Improve the Learning Outcomes of Grade V Students of SDN 09 Lanai Sinuangon

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Abstract

This study aims to apply differentiated learning methods in the subject of Islamic Religious Education (PAI) in the fifth grade of SDN 09 Lanai Sinuangon to improve student learning outcomes. Based on initial observations, it was found that there was a significant disparity in learning outcomes among students, with some students struggling to understand PAI material. This was due to the use of a uniform teaching method that did not accommodate the diverse needs and learning styles of students. The differentiated learning method is an alternative that allows teachers to tailor lessons to the individual needs of students. This study is expected to provide insights into the application of this method and its impact on student learning outcomes. The research uses a quantitative approach with an experimental design. The results of this study are expected to contribute to the development of more effective teaching methods in elementary schools.

Abstrak

Penelitian ini bertujuan untuk menerapkan metode pembelajaran berdiferensiasi dalam mata pelajaran Pendidikan Agama Islam (PAI) di kelas V SDN 09 Lanai Sinuangon guna meningkatkan hasil belajar siswa. Berdasarkan hasil observasi awal, ditemukan bahwa terdapat ketimpangan hasil belajar yang signifikan di kalangan siswa, dengan sebagian siswa kesulitan memahami materi PAI. Hal ini disebabkan oleh penggunaan metode pembelajaran yang seragam dan kurang mengakomodasi keberagaman kebutuhan dan gaya belajar siswa. Metode pembelajaran berdiferensiasi menjadi alternatif yang memungkinkan guru untuk menyesuaikan pembelajaran dengan kebutuhan individu siswa. Penelitian ini diharapkan dapat memberikan gambaran tentang penerapan metode tersebut dan dampaknya terhadap hasil belajar siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen. Hasil penelitian diharapkan dapat memberikan kontribusi bagi pengembangan metode pembelajaran yang lebih efektif di sekolah dasar.

INTRODUCTION

Education has a very important role in shaping the character, knowledge and skills of the nation's next generation. In this case, the teacher is the key element that determines the success of the learning process. Along with the times, the challenges faced in the world of education are increasingly complex, especially in terms of the diversity of abilities, learning styles, and needs of students in one class. This diversity often causes disparities in student learning outcomes, where some students are able to understand the material well, while others struggle to keep up with learning.

At SDN 09 Lanai Sinuangon, the Islamic Religious Education (PAI) learning outcomes of grade V students show significant disparities. Based on initial observations, it was found that although some students managed to achieve good results, there were still many students who had difficulty understanding the material taught. One of the factors identified is the use of learning methods that tend to be uniform, namely the lecture method. This method is less able to accommodate the diverse needs and learning styles of students. Thus, some students feel bored and less involved in the learning process, which leads to low learning outcomes.

According to E. Mulyasa, the purpose of Islamic Religious Education learning is to foster and enhance students' faith through the provision of knowledge, experience, and observation about Islam. Islamic Religious Education is expected to be able to form students into Muslim human beings who develop in terms of faith, piety, and are able to play a role in social and state life. However, monotonous learning methods, such as lectures, can actually make students passive and lose interest in participating in learning, as reflected in the average value of learning outcomes which only reaches 60.35, while the Minimum Completeness Criteria (KKM) set is 75.

Along with the demand to meet the diverse individual needs of students, differentiated learning methods emerge as a solution that can overcome these problems. Differentiated learning allows teachers to adapt learning materials, learning processes, and products to students' abilities, interests, and learning styles. This is expected to create a more inclusive and interactive learning atmosphere, so that students can be more involved in the learning process and learning outcomes can improve.

Based on research conducted by Tomlinson (2001), differentiated learning can increase students' involvement in the learning process, because this method respects individual differences and provides opportunities for students to learn in the way that best suits their needs. Another research by VanTassel-Baska (2014) shows that differentiated learning can help students with different ability levels to reach their maximum potential, thus significantly improving learning outcomes.

However, although differentiated learning has been proven effective in improving learning outcomes, its application at SDN 09 Lanai Sinuangon, especially in PAI learning, is still very limited. Therefore, this study aims to apply differentiated learning methods in PAI subjects to improve learning outcomes of grade V students of SDN 09 Lanai Sinuangon. Through this research, it is hoped that an effective strategy can be found in managing student diversity, which in turn can improve overall student learning outcomes.

METHODS

Classroom action research is based on actions in an effort to improve the process and learning outcomes of students in Islamic Religious Education and Cultivation subjects. The types of actions studied are active participation of students in the teaching and learning process, cooperation in communicating their learning results, seriousness in doing a task, and cooperative attitude of students in participating in teaching and learning activities. In this study, the authors took the location in class V SDN 09 Lanai Sinuangon Semester 1 of the 2024/2025 academic year. The author took this location or place with the consideration that the researcher works at the school, making it easier to find data, wide time opportunities and research subjects that are very compatible with the author's profession as principal at the school.

In this study, the researcher chose to use all 5th grade students of SDN 09 Lanai Sinuangon as the object of research, totaling 15 people. Thus, this study did not use a sample, but rather took the entire existing population. This is known as the target population, where the researcher examines all individuals in the group that is the focus of the study, not just some of them. According to Abdul Fatah and Mohd Majid, good research is research that uses the population as the sample of study, because this will provide a more complete and representative picture of the phenomenon under study. In the context of this study, a small and limited population allows researchers to obtain more accurate data and is not distorted by sampling error. In addition, by using the population, researchers no longer need to use inferential statistics in analyzing the relationship between variables, because the relationship described in the form of a schedule is a relationship that occurs directly in the population under

study. This approach also allows researchers to gain a deeper understanding of the characteristics and dynamics that exist within the group, so that the research results are more valid and relevant to the existing local context.

RESULT AND DISCUSSION

RESULT

The results of the research in Cycle I show that learning activities have been going quite well, although they have not yet reached the expected target. Based on the observation results, the researcher's activity obtained a score of 27 out of a total of 32, with a percentage of 84.38%, while the student activity received a score of 20 out of a total of 24, with a percentage of 83.33%. Both of these results are classified as good, but still below the performance indicator set, which is 85%. In the aspect of learning outcomes, the average student score was 70.29, with 8 students (50%) achieving completeness (score $\geq$ KKTP 75) and 8 other students not yet complete, with the highest score of 100 and the lowest score of 50. Reflection on the results of Cycle I showed that there were several problems, such as the lack of student activeness in learning, some students who were still noisy, and low enthusiasm for learning. This was caused by the less than optimal procedure of differentiated learning method, lack of student involvement, and limited home learning support. As a solution, improvements will be made in Cycle II by emphasizing the use of more interesting and interactive learning methods, increasing student motivation, and improving learning implementation procedures. This is expected to improve student learning activities and outcomes in the next cycle.

The results of the research in Cycle II showed a significant increase in learning activities and student learning outcomes compared to Cycle I. Based on observations, the researcher's activity obtained a score of 31. Based on observations, the researcher's activity obtained a score of 31 out of a total of 32, with a percentage of 96.88%, while the student activity received a score of 22 out of a total of 24, with a percentage of 91.67%. Both of these percentages have exceeded the performance indicator set, which is 85%. In the aspect of learning outcomes, the average student score increased to 81.18, with 14 students (87.5%) achieving completeness (score $\geq$ KKTP 75) and only 2 students who were not complete. Reflection on the implementation of Cycle II showed that the use of more interesting and interactive learning methods succeeded in increasing student activeness, the classroom atmosphere became more conducive, and student enthusiasm for learning increased significantly. The improvements made, such as providing additional motivation and optimizing the procedures of differentiated learning methods, proved effective in achieving learning objectives. With these results, it can be concluded that the application of more innovative methods has successfully improved students' overall learning activities and outcomes.

DISCUSSION

The results of this study show that the use of differentiated learning methods and a more interactive approach significantly improved students' activities and learning outcomes. The findings are in line with various educational theories that emphasize the important role of students' active involvement, social interaction and motivation in supporting learning achievement.

One relevant theory is the constructivist theory introduced by Piaget (1972). This theory asserts that learning is an active process in which students construct their own knowledge through direct experience. In this study, in Cycle I, students' activities were classified as good but not optimal. The differentiated learning method applied had not fully attracted students' active involvement. However, after improvements were made in Cycle II with a more

interactive approach, such as group discussions and providing additional motivation, student activity increased significantly. This shows that an approach that involves students more helps them construct knowledge in a more meaningful way.

Vygotsky's (1978) theory of zone of proximal development (ZPD) is also relevant to understanding these results. Vygotsky argued that effective learning occurs within the ZPD, which is the zone where students can complete tasks with the help of others, such as teachers or peers. The interactive learning methods applied in Cycle II, such as discussion and feedback, create a learning environment that supports social interaction. These interactions allow students to learn more effectively through teacher guidance and collaboration with peers. The increase in student activity scores from 83.33% in Cycle I to 91.67% in Cycle II indicates that this approach successfully activated students' potential within their ZPD.

From the point of view of learning motivation, the results of this study can be analyzed using the Self-Determination Theory developed by Deci and Ryan (1985). This theory emphasizes that students' intrinsic motivation will increase when they feel they have autonomy, competence and good social relationships. In Cycle II, a more conducive learning atmosphere and rewarding students' participation contributed to their increased motivation. This motivation was seen in the increase in students' enthusiasm for learning, a more active classroom atmosphere, and better learning outcomes, with the average student score increasing from 70.29 to 81.18.

In addition, Bloom's (1976) mastery learning theory provides an analytical framework to understand how improved learning outcomes can be achieved. According to Bloom, every student has the potential to achieve optimal learning outcomes if given sufficient time and appropriate support. Improvements in learning procedures in Cycle II, including the provision of additional motivation and optimization of differentiated learning, provided better opportunities for students to understand the material. As a result, student learning completeness increased from 50% in Cycle I to 87.5% in Cycle II.

Overall, the findings confirm the important role of innovative learning methods in creating effective learning experiences. By providing space for students to be actively involved, supporting positive social interactions and increasing intrinsic and extrinsic motivation, learning can run more effectively and learning objectives can be achieved. This research proves that educational theories such as constructivism, ZPD and mastery learning can be implemented in practice to significantly improve learning outcomes.

CONCLUSION

This study aims to improve student activity and learning outcomes through the application of differentiated learning methods implemented in two cycles. Based on the results of data analysis, there are several important points that can be concluded, both from the aspects of learning activities, student learning outcomes, and the effectiveness of the strategies used.

In Cycle I, learning activities showed quite good results but were not optimal. Teacher activity reached 84.38% and student activity was 83.33%. Although classified as good, this figure is still below the target performance indicator, which is 85%. Meanwhile, the average student learning outcome was 70.29, with only 50% of students achieving learning completion. This shows that although differentiated learning methods have been implemented, there are still shortcomings in the implementation that cause students to be less actively involved and learning outcomes have not met expectations. Problems such as lack of student activity, low enthusiasm for learning, and less conducive classroom conditions are the main challenges in this cycle.

Improvements were made in Cycle II by optimizing the application of differentiated learning methods and increasing interactivity in the learning process. This strategy includes

providing additional motivation, using more interesting media, and more effective classroom management. As a result, there was a significant increase in all aspects of learning. Teacher activity increased to 96.88% and student activity reached 91.67%, exceeding the target performance indicators set. In addition, the average student score also increased to 81.18, with 87.5% of students achieving learning completion. This increase shows that the strategy implemented in Cycle II succeeded in creating a more effective, conducive, and interesting learning atmosphere for students.

The results of this study strengthen the theory of constructivism which states that learning that actively involves students can help them build knowledge independently. A more interactive learning approach that focuses on the individual needs of students is also in line with Vygotsky's theory of the zone of proximal development (ZPD), which emphasizes the importance of social support in the learning process. In this context, group discussions and guidance provided by teachers are important factors that encourage students to learn more effectively.

In addition, this study supports the theory of learning motivation as expressed by Deci and Ryan (1985). Intrinsic and extrinsic motivation enhanced through a more engaging approach successfully encouraged students to be more actively involved in learning. This is evident from the increase in student activity and their enthusiasm for learning in Cycle II. Thus, the motivation factor plays an important role in determining the success of the applied learning method.

Another conclusion that can be drawn is that the application of a well-designed differentiated learning method can significantly improve student learning outcomes. This is in accordance with the principle of mastery learning by Bloom (1976), which emphasizes the importance of providing adequate time and support so that all students can achieve their maximum potential.

Overall, this study shows that innovative, interactive, and student-centered learning methods can significantly improve the quality of learning. The success in Cycle II proves that efforts to improve learning strategies through reflection and continuous improvement can provide optimal results. These findings are not only relevant to the context of this study but can also be applied more broadly to improve learning outcomes in various other educational situations. Thus, this study makes an important contribution to efforts to create more effective, meaningful, and student-centered learning.

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