

## **Differentiation Learning to Improve Students' Potential in Elementary School**

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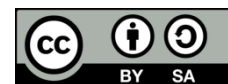
Differentiation Learning  
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### **ABSTRACT**

Student potential is the capacity or ability and characteristics/nature of individuals related to human resources that have the possibility to be developed and or support the development of other potentials contained in students. In the process of implementing learning today, many teachers have not implemented differentiation learning so many students have not developed their potential. The purpose of this study was to determine the learning of differentiation can increase the potential of students in elementary schools. The method used in this study is that literature review is research that examines or critically reviews the knowledge, ideas, or findings contained in the academic-oriented literature, as well as formulating theoretical and methodological contributions to certain topics. The results showed that differentiation is to provide opportunities for students to show what students understand. Also, in this way the teacher can find out what method should be given to students whose grasping power is lacking, sufficient and good. By understanding the potential of students, teachers can give an accurate picture of their strengths and weaknesses, the strengths and weaknesses of students, and can identify potentials that need to be improved and weaknesses that need to be minimized. With differentiation learning, it guides students in increasing the potential that exists within themselves. The conclusion of the teacher must be able to guide students to be able to develop according to their characteristics, and the potential possessed by these students, this is closely related to differentiated learning. One of the values and roles of teachers is to create learning that favors students, namely learning that liberates students' thinking and potential. Differentiation can be implemented in the content, process, and product of learning.

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## **Introduction**

Currently, the government is promoting independent learning and teaching campuses, one of which is being focused on, namely differentiation learning. In fact, differentiated learning is nothing new in the world of education, it's just that with the declaration of independent learning, differentiated learning is further developed. With learning. Differentiation is expected to increase the potential that exists in students. With

differentiation learning, students are given the freedom or freedom to learn in their own way and style to achieve a successful learning. Teachers, through their independent learning, are expected to be able to further develop themselves so that they can identify and guide students in independent learning. If the teacher already knows and can identify the potential of each student, the teacher can determine learning that is in accordance with the student's potential so that learning will of course differentiate. Because every student has different characteristics.

The characteristics of elementary school students are very unique compared to other school-age developmental periods. Therefore, in the application of differentiation learning, teachers need to know in depth related to the characteristics of elementary school students. The age of elementary school students is between 06-12 years who are in the stage of childhood development towards children, therefore it is necessary to pay attention to the following (1) Characteristics related to initial abilities or prerequisite skills, such as intellectual abilities, thinking skills and things -Things related to psychomotor aspects. (2) Characteristics related to socio-cultural background and status. (3) Characteristics related to personality differences, such as feelings, attitudes, interests and so on (Dikdas, 2021)

Student potential is the ability that is still contained in students which is obtained hereditary (innate). the potential of students is the capital and at the same time the limits for the development of real skills or learning outcomes. Students who have high potential may have high achievements as well, but it is impossible for their achievements to exceed their potential. Through the learning process or environmental influences, potential can be realized in the form of learning outcomes or real skills in various aspects of life and behavior. Several kinds of potential include: the potential for general intelligence, the potential for multiple intelligences, the potential for talent, and creativity. The potential of students will be able to develop if directed properly. To be able to develop the potential of each student, the teacher needs to do differentiated learning.

Differentiation according to the Big Indonesian Dictionary is the process, way of acting to distinguish or differentiation, according to Shihab (2017) Differentiation in the world of education is process engineering, designing various student activities to help understand the material and carry out product innovations, as well as providing various opportunities for students to show what students are good at or learning outcomes through various forms of activities.

Differentiated learning in developing students' potential, of course, cannot be separated from problems that will arise in the field, because until now there are still many teachers who treat students equally in the learning process under the pretext that there is no jealousy among students and in the context of equal distribution of children's rights. Because if there is a difference in treatment of this, they think it will cause jealousy among students because one student gets special treatment. In fact, if we notice that the characteristics of students and the potential of each child will be different, there may only be a few potential students whose characteristics may be the same, for example from learning styles, maybe the teacher can classify them into visual, audio, audiovisual and kinesthetic learning styles. However, for other things, it will be different according to the interests and talents of the students. Therefore, the teacher must be able to identify the potential of the child through in-depth identification of students. Student potential is the capacity or ability and characteristics/nature of individuals related to human resources that have the possibility to be developed and or support the development of other potentials contained in students.

Differentiation in its implementation is the teacher's response to the needs of students who are guided by the principle of differentiation, which is a more flexible grouping and a

process that is guided by the desire to learn. The principle of differentiation is to provide opportunities for students to display what students understand. Also, in this way the teacher can find out what method should be given to students whose grasping power is lacking, sufficient and good.

In the process of implementing learning today, many teachers have not implemented differentiation learning so that many students have not developed their potential. This is as researched by Marlina, Elsa Efrina (2019)) which states that the readiness of teachers to carry out differentiated learning shows that the ability of teachers to differentiate in content, process, product, and learning environment is still very low. This is because there is no complete understanding of differentiated learning by teachers in inclusive schools.

Differentiated learning can not only be carried out in inclusive schools, but also in ordinary elementary schools, it is necessary for teachers to apply differentiated learning to develop students' potential. Therefore, it is necessary to discuss the teacher's efforts in differentiation learning to be able to help students increase their potential in achieving success in learning.

## Method

The method used in this study is library research or literature review, which is research that examines or critically reviews knowledge, ideas, or findings contained in the body of academically oriented literature, as well as formulating theoretical and methodological contributions to certain topics (Syaodih, 2009). Data collection techniques are carried out by searching for articles, books, slides, information from the internet, and others. In the Literature Review, the literature on basic theory books and the literature of journal articles published in 2012-2022 can be accessed in full text in pdf and google scholar formats (peer reviewed journals). Based on the results of a search on Google Scholar, there are 11.400 articles related to the theme of learning differentiation. The criteria for the journals reviewed are research journal articles in Indonesian and English using the theme of differentiated learning, as well as several articles related to differentiation learning. The journal criteria selected for review are journals in which there is a theme of differentiated learning (Herwina, 2021). The data processing technique is to categorize the titles based on the specified theme, namely learning differentiation. After being categorized, then look for similarities, differences, relevance, current and adequate. While the data analysis technique is by sorting based on the theme and year of the article made. The data obtained in this study is secondary data because it does not come from direct observation but is based on the results of other people's research. By using this literature method, it is expected to have a clear picture of differentiation learning in developing student potential.

Table 1. Results Of a Literature Review Search on Learning Differentiation

No	Author	Year	Titel	Publisher
<b>Book</b>				
1	Gregory, G. H., & Chapman, C.	2002	Differentiated Instructional Strategies; One Size Doesn't Matter Ffit	Corwin Press
2	Whole, H.	2005	Differentiating Instruction In A Whole Group Setting.	Crystal Springs Books.
3	Tomlinson, Carol Ann, & M.	2014	Assessment In A Differentiated Classroom. Proven Programs In Education: Classroom Management And Assessment,.	
4	Rahayu, N.	2021	Menilik Konsep Diferensiasi Pada Kurikulum 2013 Di Sekolah Dasar Melalui Buku Siswa Dan Buku Guru.	
5	Marlina.	2019	Panduan Pelaksanaan Model Pembelajaran Berdiferensiasi Di Sekolah Inklusif. 1–58.	
6	Marlina.	2020	Strategi Pembelajaran Berdiferensiasi Di Sekolah Inklusif.	
<b>Journal Article</b>				
1	Wiyono, E. R.	2013	Penerapan Metode Pembelajaran Diferensiasi Progresif Berbantuan LKS Untuk Meningkatkan Aktivitas Dan Prestasi Belajar Matematika Siswa Kelas X MIPA 3 SMA Taman Rama Denpasar Tahun Pelajaran 2019/2020.	Journal Of Chemical Information And Modeling, 53(9), 1689–1699. <a href="https://doi.org/10.5281/zenodo.3517974">https://doi.org/10.5281/zenodo.3517974</a>
2	Qiu, X. Yan, Wang, D. Ping, Lo, H. Yee, & Tsang, M. Tak.	2014	Needs Analysis And Curriculum Development Of Vocational Chinese For NCS Students.	<a href="https://doi.org/10.1186/2193-1801-3-S1-O3">https://doi.org/10.1186/2193-1801-3-S1-O3</a> Springerplus, 3(1).
3	Kilche, R. I. A. Dan A.	2015	Pembelajaran Berdiferensiasi Disarikan Dari Buku “Teaching For Student Learning” (Bab 5). BIRU : Berbagi Inspirasi Seputar Ibu Dan Guru.	<a href="http://nailiyanoorazizah.blogspot.com/2015/10/pembelajaran-berdiferensiasi.html">http://nailiyanoorazizah.blogspot.com/2015/10/pembelajaran-berdiferensiasi.html</a>
4	Herliani, E., & Heryati, E.	2017	Pembelajaran 7 . Pengembangan Potensi Peserta Didik. In Pengembangan Potensi Peserta Didik (Modul Bela, Pp. 147–167	Direktorat GTK Pendidikan Dasar Direktorat Jenderal Guru Dan Tenaga Kependidikan Kementerian Pendidikan Dan Kebudayaan.
5	Husni, M.	2018	Diferensiasi Peserta Didik Dalam Kebersamaan Di Kelas Inklusif (Sekolah Garasi Turen Malang). ... Of Annual Conference For Muslim Scholars, April, 479–488.	<a href="http://proceedings.kopertais4.or.id/index.php/ancoms/article/view/151">http://proceedings.kopertais4.or.id/index.php/ancoms/article/view/151</a>
6	Rosyidi Karim, A. F., Mansur, M., & Yusuf, N.	2018	Implementasi Kurikulum Diferensiasi Pendidikan Kewarganegaraan Pada Kelas Akselerasi Peserta Didik Cerdas Inklusif Mtsn Ponorogo	Jurnal Civic Hukum, 3(2), 138. <a href="https://doi.org/10.22219/jch.v3i2.8654">https://doi.org/10.22219/jch.v3i2.8654</a>
7	Marlina, Elsa Efrina, G. K.	2019	Model Pembelajaran Berdiferensiasi Untuk Universitas Negeri Padang.	<a href="http://repository.unp.ac.id/27935/1/2019%20laporan%20akhir%20DRPM%20Model%20Pembelajaran%20Berdiferensiasi%20Di%20Sekolah%20Inklusif-Marlina.Pdf">http://repository.unp.ac.id/27935/1/2019 Laporan Akhir DRPM Model Pembelajaran Berdiferensiasi Di Sekolah Inklusif-Marlina.Pdf</a>
8	Andany, S. R. A.	2020	Upaya Guru Dalam Mengatasi Diferensiasi Gaya Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di Smk Negeri 1 Ponorogo.	Skripsi_Shofiyana Rizki Aulia Andany_210316315.Pdf
9	Gray, R.	2020	Comparing The Constraints Led Approach, Differential Learning And	<a href="https://doi.org/10.1016/j.psychport.2020.101797">https://doi.org/10.1016/j.psychport.2020.101797</a>

			Prescriptive Instruction For Training Opposite-Field Hitting In Baseball.	Psychology Of Sport And Exercise, 51(September), 101797.
10	Puspitasari, V., Rofi'i, & Walujo, D. A.	2020	Development Of Learning Tools With A Differentiation Model Using Book Creator For BIPA Learning In Classes With Diverse Abilities. Jurnal Education And Development Institut, 8(4), 310–319.	<a href="https://journal.ipts.ac.id/index.php/ED/Article/View/2173">https://journal.ipts.ac.id/index.php/ED/Article/View/2173</a>
11	Astuti, V. W.	2021	Pembelajaran Berdiferensiasi Dan Penerapannya Di Kelas. LMS Guru Penggerak Modul 2.1.	<a href="https://ayoguruberbagi.kemdikbud.go.id/artikel/pembelajaran-berdiferensiasi-dan-penerapannya-di-kelas/">https://ayoguruberbagi.kemdikbud.go.id/artikel/pembelajaran-berdiferensiasi-dan-penerapannya-di-kelas/</a>
12	Putra, I. M. Y. T.	2021	Implementasi Pembelajaran Flipped Classroom Berbasis Diferensia Untuk Meningkatkan Keterampilan Berpikir Kritis Peserta Didik.	Indonesian Journal Of Educational Development, 2(3), 461–471. <a href="https://doi.org/10.5281/zenodo.5681318">https://doi.org/10.5281/zenodo.5681318</a>
13	Kamal, S.	2021	Implementasi Pembelajaran Berdiferensiasi Dalam Upaya Meningkatkan Aktivitas Dan Hasil Belajar Matematika Siswa Kelas XI MIPA SMA Negeri 8 Barabai.	J-Abdi: Jurnal Pengabdian Kepada Masyarakat, 1(2807–5536), 89–100.
14	Dikdas, T. G.	2021	Modul Belajar Mandiri Calon Guru Pegawai Pemerintah Dengan Perjanjian Kerja: Pedagogi.	<a href="https://doi.org/10.36418/japendi.v3i3.625">https://doi.org/10.36418/japendi.v3i3.625</a> Direktorat GTK Pendidikan Dasar Direktorat Jenderal Guru Dan Tenaga Kependidikan Kementerian Pendidikan Dan Kebudayaan.
15	Herwina, W	2021	Optimalisasi Kebutuhan Siswa Dan Hasil Belajar Dengan Pembelajaran Berdiferensiasi.	Prespektif Ilmu Pendidikan, 35(2), 175–182.
16	Muhamad Saprudin, N.	2021	Implementasi Metode Diferensiasi Dalam Refleksi Pembelajaran Pembelajaran Pendidikan Agama Islam.	Syntax Literate: Jurnal Ilmiah Indonesia, 6(11), 6.
17	Erlianti, S., Syamsul Mu'iz, M., & Chandra, D. T.	2022	Penerapan Pembelajaran Diferensiasi Dengan Metode Blended Learning's Station Rotation Untuk Meningkatkan Hasil Belajar Siswa Pada Materi Tekanan Hidrostatik.	Jurnal Pendidikan Indonesia, 3(3), 266–272.
18	Alhafiz, N	2022	Analisis Profil Gaya Belajar Siswa Untuk Pembelajaran Berdiferensiasi Di Smp Negeri 23 Pekanbaru	Jurnal Cakrawala Ilmiah, 1(5), 1133–1142.
19	Hadi, W., Wuriyani, E. P., Yuhdi, A., & Agustina, R.	2022	Desain Pembelajaran Diferensiasi Bermuatan Problem Based Learning ( Pbl ) Mendukung Critical Thinking Skill Siswa Pada Era Kenormalan Baru Pascapandemi Covid-19. 11(1), 56–68.	<a href="https://jurnal.unimed.ac.id/2012/index.php/basastra/article/view/33852">https://jurnal.unimed.ac.id/2012/index.php/basastra/article/view/33852</a>
20	Setiyo, A.	2022	Penerapan Pembelajaran Diferensiasi Kolaboratif Dengan Melibatkan Orang Tua Dan Masyarakat Untuk Mewujudkan Student's Well-Being Di Masa Pandemi. Bioma :	Jurnal Ilmiah Biologi, 11(1), 61–78. <a href="https://doi.org/10.26877/bioma.v11i1.9797">https://doi.org/10.26877/bioma.v11i1.9797</a>

## Results and Discussion

### *The Nature of Differentiated Learning*

Differentiated learning is learning that emphasizes student diversity and will be able to do well if the teacher understands student differentiation. Differentiated learning for the first time was put forward by Carol Ann Tomlinson in 1999 Tomlinson, Carol Ann (2014) which states that differentiated learning is learning that facilitates, provides services, and

recognizes student differences in learning in accordance with the readiness, desire, and preferences of learning. the student. According to ((Marlina, 2019; Herwina, 2021)) differentiated learning is an adjustment to interests, learning preferences, student readiness to be achieved in improving learning outcomes. Differentiated learning is not learning that tends to be individual. However, it is more directed towards learning that accommodates potential and learning needs of students with more independent learning steps in accordance with the potential of students. Differentiated learning is essentially that learning sees differences in student characteristics as different and always changing. Therefore, the way of alignment and handling cannot be equated with one another.

Marlina (2019) Differences in student characteristics can be seen physically, personality and behavior such as speaking and acting, doing assignments, solving problems, and so on. From the diversity of student characteristics, the most important thing that the teacher knows and understands is the student's ability and personality. According to J(JilardiDamavandi et al (2011)) If students can be enabled to become more aware of themselves and the ways in which they might achieve better, they can be encouraged to develop learning styles that are more effective and more flexible in their learning.

According to Gregory, G. H., & Chapman (2002) reveal things that support the view or philosophy of learning differentiation are as follows.

1. All students basically have their own advantages
2. All students have a part that needs to be strengthened
3. Each student's brain has its own uniqueness, just like a fingerprint.
4. Always to learn and never too late
5. When starting a new topic, students bring their previous knowledge base and experience to learning
6. Emotions, feelings, and attitudes affect learning
7. All students can learn
8. Students learn in different ways at different times

Differentiated Learning itself is because every child has different curriculum standards so that adjustments are needed to suit their needs. In differentiation learning, groups will always be changed based on the needs and learning experiences of students, the teacher will be able to plan how students learn by conducting an assessment in advance based on the level of readiness, interest and learning style of each student, teachers can also use various approaches (multiple approach) in the input, process and output of students, so that teachers in the differentiation model class will understand the needs of each student (Qiu et al., 2014)

According to Tomlinson, Carol Ann (2014) there are 3 aspects that teachers can do in differentiating learning: (1) Content, refers to what is learned by students related to academic competence, goals, and ideals. (2) Process. An activity that provides encouragement to carry out activities for students to be able to understand the importance of the ideas and principles being studied and (3) Products. Is the result of student work on what has been learned. While the learning profile is the tendency of students to learn with their potential.

According to Dikdas (2021) The differentiation learning model can be implemented by;

1. Differentiated content.
2. Content is what we teach students. Content can be distinguished in response to a student's readiness, interest, and learning profile or a combination of the three. Teachers need to provide materials and tools according to student learning needs.
3. Process differentiation

4. Process refers to how students will understand or interpret what is learned. Process differentiation can be done by: using tiered activities, providing guiding questions or challenges that need to be completed in the corners of interest, creating individual agendas for students (to-do lists, varying the amount of time students can take to complete assignments, developing varied activities).
5. Product differentiation
6. Product is the result of work or performance that students have to show us (writing, speech, recording, prayer) or something that has a form.  
The products provided include 2 things:
  - a) provide challenges and diversity or variety
  - b) give students the choice of how they can express the desired learning.

#### *Differentiated Learning Goals*

The purpose of differentiation learning is to create a diverse class by providing opportunity to grab content, process an idea and improve each student's results, so that students will be able to learn more effectively. The purpose of differentiation is to provide services for each student to increase his potential for success in learning and achieve the expected goals in learning in the sense that students will understand and be able to implement it. Differentiation arises from the awareness of the different needs, abilities and desires of students as absolute things that must appear in learning. (Rahayu, 2021)

Differentiated learning is able to help students achieve optimal learning outcomes, because the products that will be produced are according to their interests. The resulting product can be presented in an article, song, poem, infographic, poster, video performance, video animation or other forms according to the skills and interests of each group. Students are allowed to choose how to demonstrate understanding according to their preferences, such as:

1. students who like to draw make products in the form of infographics/posters/clippings;
2. students who like to sing make products in the form of songs;
3. students who like the direct practice of making products in the form of performance videos/animated videos; as well as
4. Students who like to write make products in the form of articles/poems.

Differentiation learning is intended so that in learning the potential diversity of students can be seen so that the achievement of learning objectives can be achieved properly. The objectives of differentiation learning according to Marlina (2019) are:

1. To help all students in learning.
2. So that teachers can increase awareness of students' abilities, so that learning objectives can be achieved by all students.
3. To increase motivation and student learning outcomes.
4. So that students obtain learning outcomes in accordance with the level of difficulty of the material provided by the teacher. If students are taught according to their abilities, students' learning motivation will increase.
5. To establish a harmonious relationship between teachers and students. Differentiated learning enhances strong relationships between teachers and students so that students are enthusiastic about learning.
6. To help students become independent learners.
7. If students are taught independently, then students are accustomed to and appreciate diversity.

8. To increase teacher satisfaction.
9. If the teacher applies differentiated learning, then the teacher feels challenged to develop his teaching skills so that the teacher becomes creative.

The goal for each student is to maximize growth from their initial learning position. As for the teacher, the aim is to continue to understand students better so that they can create learning activities that suit the needs of each student. (Kilche, 2015)

Characteristics of differentiated learning is a learning environment that invites students to be able to learn, with a curriculum that has clearly defined learning objectives, continuous evaluation, teachers respond to student learning needs, and effective classroom management.

#### *Differentiated Learning Principles*

The principle of differentiated learning according to Marlina (2019)

1. Flexibility, students' study with peers with the same or different abilities according to their strengths and interests.
2. Giving learning assignments according to students' interests and readiness to learn, but still referring to the learning objectives
3. Learning based on assessment and needs
4. Students learn based on the same curriculum objectives but use various success criteria. study.
5. Students determine their own way of learning.
6. Structured learning activities.

According to Husn ,( 2018) they must pay attention to the following basic principles: 1) Gifted children need to be given services in a special way that is different from other groups with ordinary abilities, 2) Gifted children really need the expansion and depth of required subject matter 3) Differentiated learning made to meet the giftedness of every person

#### *Teacher's Role in Differentiated Learning*

The role of the teacher in learning is not only directing students but the teacher will also assist students in developing rules to control behavior, provide and monitor activities directly and provide learning steps related to student learning experiences. Differentiation learning in the classroom will provide effective student learning objectives and not a class without planning or indiscipline. (Andini, 2020)

Differentiated learning can help students achieve maximum learning outcomes, because the form that students will produce is in accordance with the wishes of these students. Therefore, the differentiated learning process must provide ample space for students to demonstrate what they have learned. Products produced by students can be presented in an article, song, poem, infographic, poster, video performance, video animation or other forms according to the skills and interests of each group. In addition, because 21st century creativity will continue to develop, differential learning is a highly recommended approach to be applied in learning so as to facilitate the achievement of learning objectives (Herwina, 2021)

Differentiated learning requires teachers to devote attention and provide support to meet the special needs of students. Differentiated learning allows teachers to see learning from multiple perspectives. Differentiated learning is a cyclical process of finding out about students and responding to their learning based on differences. When teachers continue to learn about the diversity of their students, professional, efficient, and effective learning will be realized. (Marlina, 2019)



According to (Whole, 2005; Andini, 2020)) 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 student characteristics, student readiness level, student interest or preference, multiple intelligences (multiple intelligences.), providing direction and learning or different materials according to the level of students' ability to deepen understanding, and involve student group work.

Differentiated classrooms demand a change, both in the roles of teachers and students. Learning responsibilities change from teacher to student. Teachers become facilitators and trainers, while students become active participants in their own learning process. Students make choices based on their interests and learning preferences, study on their own, tutor each other, and work in small groups (Kilche, 2015)

To be able to apply differentiated learning in the classroom, the teacher must do the following:

1. Mapping learning needs based on three aspects, namely: learning readiness, interest in learning, and student learning profiles (can be done through interviews, observations, or surveys using questionnaires, etc.)
2. Planning differentiated learning based on the results of the mapping (providing various options both in terms of strategies, materials, and learning methods)
3. Evaluating and reflecting on the learning that has taken place. (Astuti, 2021)

By understanding the potential of students, teachers can give an accurate picture of the strengths and weaknesses, strengths and weaknesses of students, and can identify potentials that need to be improved and weaknesses that need to be minimized. Thus, the teacher can plan

appropriate, creative, and effective learning so that students achieve their best achievements according to their potential. (Herliani & Heryati, 2017)

## Conclusion

Differentiated learning is closely related to the vision of the independent learning program and independent campus that is being promoted by the government, which refers to Ki Hajar Dewantara's educational philosophy, where values, teacher roles, teacher goals, and positive culture must reflect the values contained in that philosophy. . According to Ki Hajar Dewantara that teachers must be able to guide students to be able to develop according to their characteristics, the potential possessed by these students, this is closely related to differentiated learning. One of the values and roles of teachers is to create learning that favors students, namely learning that liberates students' thinking and potential. One of the teacher's goals is to realize independent learning, we must also build a positive culture so that we can support oriented learning. With differentiation learning, it guides students in increasing the potential that exists within themselves.

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