

ABSTRAK

Rojiah. 2026. Peningkatan Kreativitas Murid melalui Media *Interactive Flat Panel* (IFP) pada Pembelajaran Berdiferensiasi (Studi Kasus di SDN 1 Sukajadi Kecamatan Pamarican Kabupaten Ciamis)

Penelitian ini dilatarbelakangi oleh pentingnya pengembangan kreativitas murid sebagai salah satu tujuan utama pendidikan dasar sebagaimana diamanatkan dalam kebijakan pendidikan nasional. Namun, praktik pembelajaran di sekolah masih cenderung berlangsung secara seragam dan berpusat pada guru, sehingga kesempatan murid untuk mengeksplorasi ide, mengembangkan potensi, dan mengekspresikan kreativitasnya belum optimal. Kurikulum Merdeka mendorong penerapan pembelajaran berdiferensiasi yang memberikan kesempatan kepada guru untuk menyesuaikan proses pembelajaran sesuai dengan kesiapan belajar, minat, dan profil belajar murid. Di sisi lain, pemanfaatan teknologi pembelajaran seperti *Interactive Flat Panel* (IFP) berpotensi menciptakan pembelajaran yang lebih interaktif, kolaboratif, dan berpusat pada murid. Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan: (1) penerapan media *Interactive Flat Panel* (IFP) dalam pembelajaran berdiferensiasi; (2) bentuk-bentuk kreativitas murid yang muncul selama proses pembelajaran; (3) faktor-faktor yang mendukung peningkatan kreativitas murid; dan (4) strategi guru dalam menerapkan media *Interactive Flat Panel* (IFP) pada pembelajaran berdiferensiasi. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif dan jenis penelitian studi kasus. Sumber data diperoleh dari guru, murid, kepala sekolah, dan pengawas sekolah. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan studi dokumentasi. Analisis data menggunakan reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Keabsahan data dilakukan melalui triangulasi sumber, triangulasi teknik, dan *member check*. Hasil penelitian menunjukkan bahwa: (1) penerapan media *Interactive Flat Panel* (IFP) mendukung pelaksanaan pembelajaran berdiferensiasi sesuai kebutuhan murid; (2) kreativitas murid berkembang pada aspek kelancaran, keluwesan, keaslian, dan elaborasi; (3) peningkatan kreativitas dipengaruhi oleh dukungan sarana, kompetensi guru, kepemimpinan sekolah, dan motivasi murid; serta (4) strategi penerapan dilakukan melalui asesmen diagnostik, pembelajaran berdiferensiasi berbantuan *Interactive Flat Panel* (IFP), evaluasi serta pemberian umpan balik dan refleksi secara berkelanjutan. Simpulan penelitian menunjukkan bahwa integrasi media *Interactive Flat Panel* (IFP) dengan pembelajaran berdiferensiasi mampu meningkatkan partisipasi aktif, motivasi belajar, kemampuan berpikir kreatif, dan kualitas hasil karya murid. Dengan demikian, media *Interactive Flat Panel* (IFP) menjadi salah satu alternatif inovasi pembelajaran yang efektif dalam mendukung peningkatan kreativitas murid di sekolah dasar.

Kata kunci: kreativitas murid, *Interactive Flat Panel* (IFP), pembelajaran berdiferensiasi, sekolah dasar.

ABSTRACT

Rojiah. 2026. *Improving Student Creativity through Interactive Flat Panel (IFP) Media in Differentiated Learning (Case Study at SDN 1 Sukajadi, Pamarican District, Ciamis Regency)*

This research is motivated by the importance of developing student creativity as one of the main goals of basic education as mandated in the national education policy. However, learning practices in schools still tend to be uniform and teacher-centered, so that students' opportunities to explore ideas, develop their potential, and express their creativity are not optimal. The Independent Curriculum encourages the implementation of differentiated learning that provides opportunities for teachers to adjust the learning process according to students' learning readiness, interests, and learning profiles. On the other hand, the use of learning technologies such as Interactive Flat Panels (IFP) has the potential to create more interactive, collaborative, and student-centered learning. This study aims to analyze and describe: (1) the application of Interactive Flat Panel (IFP) media in differentiated learning; (2) the forms of student creativity that emerge during the learning process; (3) factors that support increased student creativity; and (4) teacher strategies in implementing Interactive Flat Panel (IFP) media in differentiated learning. This study uses a qualitative approach with descriptive methods and case study research. Data sources were obtained from teachers, students, principals, and school supervisors. Data collection techniques were carried out through observation, interviews, and documentation studies. Data analysis used data reduction, data presentation, conclusion drawing, and verification. Data validity was verified through source triangulation, technical triangulation, and member checking. The results of the study indicate that: (1) the application of Interactive Flat Panel (IFP) media supports the implementation of differentiated learning tailored to student needs; (2) student creativity develops in the aspects of fluency, flexibility, originality, and elaboration; (3) increased creativity is influenced by support from facilities, teacher competence, school leadership, and student motivation; and (4) implementation strategies are implemented through diagnostic assessment, differentiated learning assisted by Interactive Flat Panel (IFP), evaluation, and the provision of ongoing feedback and reflection. The study's conclusions indicate that the integration of Interactive Flat Panel (IFP) media with differentiated learning can increase active participation, learning motivation, creative thinking skills, and the quality of student work. Therefore, Interactive Flat Panel (IFP) media is an effective alternative learning innovation in supporting the enhancement of student creativity in elementary schools.

Keywords: *student creativity, Interactive Flat Panel (IFP), differentiated learning, elementary schools.*