

ABSTRAK

MANAJEMEN PEMBELAJARAN DIFERENSIASI UNTUK MENINGKATKAN PRESTASI AKADEMIK MURID (Studi Kasus di SDN 1 Karangpari Wilayah 3 Kecamatan Rancah Kabupaten Ciamis)

Budi Irawan, 82322425007. Penelitian ini dilatar belakangi bahwa pembelajaran diferensiasi merupakan pendekatan pembelajaran yang menyesuaikan proses, konten, dan produk belajar dengan kesiapan, minat, serta profil belajar murid. Manajemen pembelajaran diferensiasi menjadi salah satu tuntutan utama dalam Kurikulum Merdeka untuk mewujudkan pembelajaran yang berpihak pada murid. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis MANAJEMEN PEMBELAJARAN DIFERENSIASI MURID UNTUK MENINGKATKAN PRESTASI AKADEMIK di SDN 1 Karangpari Wilayah 3 Kecamatan Rancah Kabupaten Ciamis, meliputi 1).Perencanaan, 2). Pelaksanaan,3).Evaluasi pembelajaran dan 4). Faktor pendukung dan penghambat dalam penerapannya. Penelitian ini menggunakan metode deskriptif melalui pendekatan kualitatif dengan jenis studi kasus. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi pembelajaran, dan studi dokumentasi. Subjek penelitian meliputi kepala sekolah, guru kelas, dan murid. Keabsahan data dijaga melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa 1). Manajemen pembelajaran diferensiasi di SDN 1 Karangpari telah dilaksanakan melalui asesmen diagnostik untuk mengidentifikasi kebutuhan belajar murid, perencanaan pembelajaran yang fleksibel, serta variasi strategi pembelajaran dan penilaian,2).Pelaksanaannya belum sepenuhnya optimal karena masih ditemukan keterbatasan pemahaman guru, waktu perencanaan, serta sarana pendukung pembelajaran, 3).Evaluasi pembelajaran diferensiasi telah dilaksanakan guru secara komprehensif dan berkelanjutan.4). Faktor pendukung utama meliputi komitmen guru dan dukungan kepala sekolah, sedangkan faktor penghambat meliputi heterogenitas kemampuan murid dan keterbatasan sumber belajar. Penelitian ini diharapkan dapat memberikan kontribusi praktis bagi sekolah dalam mengembangkan pembelajaran diferensiasi secara berkelanjutan guna meningkatkan kualitas pembelajaran.

Kata kunci: Pembelajaran Diferensiasi, Hasil Belajar, Konten Belajar, Karakteristik Murid, Prestasi Akademik

ABSTRACT

"MANAGEMENT OF DIFFERENTIATED LEARNING TO IMPROVE ACADEMIC ACHIEVEMENT FOR STUDENT" (A Case Study at SDN 1 Karangpari Region 3, Rancah District, Ciamis Regency)

Budi Irawan, 82322425007. This study was motivated by the fact that differentiated learning is a learning approach that adjusts learning processes, content, and products according to students' readiness, interests, and learning profiles. The implementation of differentiated learning has become one of the main demands of the Merdeka Curriculum in realizing student-centered learning. This study aims to describe and analyze the implementation of differentiated learning at SDN 1 Karangpari Region 3, Rancah District, Ciamis Regency, including: (1) Planning, (2) Implementation, (3) Evaluation of learning, and (4) Supporting and inhibiting factors in its implementation. This research employed a descriptive method using a qualitative approach with a case study design. Data collection techniques were carried out through in-depth interviews, classroom observations, and documentation studies. The research subjects included the principal, classroom teachers, and students. Data validity was maintained through source triangulation and technique triangulation. The results of the study indicate that: (1) The implementation of differentiated learning at SDN 1 Karangpari has been carried out through diagnostic assessments to identify students' learning needs, flexible lesson planning, and variations in learning strategies and assessments; (2) Its implementation has not been fully optimal because there are still limitations in teachers' understanding, planning time, and supporting learning facilities; (3) The evaluation of differentiated learning has been carried out comprehensively and continuously by teachers; and (4) The main supporting factors include teacher commitment and principal support, while the inhibiting factors include the heterogeneity of students' abilities and limited learning resources. This study is expected to provide practical contributions for schools in developing differentiated learning sustainably in order to improve the quality of learning.

Keywords: Differentiated Learning, Learning Outcomes, Learning Content, Student Characteristics, Academic Achievement.