



USE OF DIFFERENTIATED LEARNING STRATEGIES TO IMPROVE LEARNING OUTCOMES OF CLASS IV STUDENTS SDN BUMIREJO 02

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Abstracts

This research uses a qualitative approach with a classroom action research model. The research subjects were class IV students at UPT SD Negeri Bumirejo 02 for the first time. Observations in cycle II learning activities obtained data in the form of the results of implementing Islamic Religious Education learning and student learning outcomes consisting of aspects of knowledge and attitudes during the learning activities. The results obtained during the research were followed by a discussion of the research results on the learning process, a general conclusion was obtained, namely, that implementing the use of differentiated learning strategies can improve the learning outcomes of class III students in learning Islamic Religion on prophets and apostles material, this is proven by the percentage of students completing after cycle II increasing to 90.13%. The suggestion that researchers give is that teachers are expected to use this strategy which is adapted to the situation and conditions so that learning is more interesting and easy for students to understand.

Keywords: Differentiated Learning Strategies, Learning Outcomes.

Introduction

In this era of advanced education, of course the quality of a school's output will greatly determine competition in all sectors of life in the future. This is based on the condition of the provision of education which has almost equal quality, both in urban and rural schools or even public and private schools. All of them show developments that can be said to have very slight differences. Schools are educational institutions that have an important role in the implementation of the learning process. Schools as scientific institutions for the younger generation are no longer sufficient to face the challenges of scientific and technological development (Kunandar, 2009).

According to George F. Kneller in Wiji Suwarno, education has a broad and narrow meaning. In a broad sense, education is defined as actions or experiences that influence the development of an individual's soul, character or physical abilities. In a narrow sense, education is a process of transforming knowledge, values and skills from generation to generation carried out by society through educational institutions such as schools, higher education, or other institutions (Suwarno, 2006).

In the future, students will face serious challenges because the life of a global society is always changing all the time, and now we are starting to see a moral crisis occurring in today's life, therefore Islamic Religious Education subjects are expected to be able to shape the human person. who have Islamic morals. For students at the elementary school level, Islamic Religious Education subjects are very influential in shaping the personality and morals of students, because in elementary level education the personality of individuals with good morals can be instilled from an early age. In learning Islamic Religious Education, appropriate methods are needed according to the students' circumstances so that learning objectives can be achieved optimally.

As stated in the National Education System Law (UUSPN) no. 20 of 2003, namely that learning is a process of student interaction with education and learning resources in a learning environment. Therefore, the learning process driven by the teacher must be planned and implemented steadily so that it can achieve maximum learning goals and outcomes.

From several experiences, it has been found that the average value of learning material on prophets and apostles is still relatively low. To generate motivation so that students do something to achieve their learning goals, it is necessary to increase student learning activities and teacher motivation which can make students enthusiastic about learning. There must be creative and fun learning strategies, so the author plans to implement the use of differentiated learning in ongoing learning activities so that student learning outcomes can increase and be achieved in accordance with the criteria for completing learning objectives.

So far, the Islamic Religious Education learning process in schools has not attracted the attention and activity of all students in the class. Only a few students were active and most of the other students did not understand the material taught by the teacher. Teachers prefer to use traditional methods by lecturing, because this method is considered a method that does not require a lot of energy and is easier. But in its application, teachers never consider whether students understand well the material presented. Apart from that, factors from the various characteristics of students also influence the level of their learning needs, so that they lack understanding because their learning needs are not met.

Appropriate differentiated learning can give rise to certain feelings such as joy in participating in learning and have a positive impact on students in achieving learning goals. Differentiated learning does not look at the shortcomings of each individual student but facilitates student deficiencies in learning. Thus, differentiated learning is a learning activity that can facilitate the diverse learning needs of students. Because the different and varied characteristics of students in learning are met, students will feel that they can learn according to what is needed.

Given these problems, there needs to be improvements in the learning process. Students' activities in increasing their understanding can be increased through learning that meets the diverse learning needs of each student and has different characteristics. By implementing differentiated learning, it is hoped that it will be able to meet the learning needs of students who are diverse and have different characters so that learning objectives are achieved and students' understanding increases. With this learning, students are able to quickly understand information or material so that their learning outcomes improve.

Methods

This research uses a qualitative approach with a classroom action research model. A qualitative approach is research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups (Sukmadinata, 2009). In general, there are 4 stages in Classroom Action Research, namely, planning, implementation, observation and reflection.

This classroom action research was carried out in class IV UPT SD Negeri Bumirejo 02. The research subjects were class IV students at UPT SD Negeri Bumirejo 02 for the 2023/2024 academic year, totaling 15 students, consisting of 5 male students and 10 female students. The implementation of this classroom action research will later be carried out by following an action scenario. Along the way, it turns out that there are weaknesses, they will be corrected according to existing regulations in the field. Stages of classroom action research include:

a) Planning, in stages carried out:

- 1) Make a lesson plan with material on prophets and apostles
- 2) Prepare evaluations to assess student learning outcomes

b) Observation

Observations were made on students' activities in carrying out class actions and solving questions

c) Implementation of Class Actions

In this regard, carry out the planned learning scenarios

d) Reflection

Activities to analyze the results achieved at the observation stage and evaluation stage in order to carry out classroom action activities in the next cycle.

The type of data collected in this research is qualitative and quantitative data. Qualitative data in the form of observations of students' learning activities and learning activities carried out by teachers regarding the stages of the learning process. Quantitative data in the form of learning outcome scores obtained by students consisting of formative LKPD scores and group discussions. Data was collected through observation activities, giving tests, interviews, documentation and field notes.

Data analysis comes from observing teachers' abilities during learning using the simulation method. The way to analyze it is by giving a score of 1 for activities that were carried out and a score of 0 for activities that were not carried out. If the results obtained are more than 75% of the total score then the teacher has implemented the simulation method well. Likewise, if the results obtained are less than 75% of the total score, then the teacher has not implemented the simulation method well. In analyzing teacher activities, the following guidelines are used :

$$\text{teacher activity value} = \frac{\text{total of score}}{\text{maximum score}} \times 100\%$$

Data from student observations is taken from student activities during learning. The way to analyze it is by giving a score of 1 for activities that were carried out and a score of 0 for activities that were not carried out. If the results obtained show an increase in each cycle then the activities carried out by students are good. Likewise, if the results obtained show a decrease in each cycle, then the activities carried out by students are not optimal. In analyzing teacher activities, the following guidelines are used:

$$student\ activity\ value = \frac{total\ of\ score}{maximum\ score} \times 100\%$$

The result data used is taken from the LKPD test on students from each cycle as follows:

1) Individual Completeness

The Minimum Completion Criteria (KKM) for class IV Islamic Religious Education subjects at UPT SD Negeri Bumirejo 02 for the 2023/2024 academic year is 75. So, after implementing Islamic Religious Education learning for class IV students using the PBL learning model and differentiated learning strategies, the researchers were said to be successful. if the student's learning results get a score of 75 or more than 75. Learning outcome data is taken from the LKPD test on students from each cycle. To get the average value, it is calculated using the formula:

$$final\ score = \frac{score\ obtained}{maximum\ score} \times 100$$

Table 1. Individual Completion Criteria

Final score	Value Description
93-100	Proficient
84-92	Competent
75-83	Worthy
0-74	Need Guidance

2) Classical Completeness

The assessment benchmark uses the Minimum Completeness Criteria (KKM) determined by UPT SD Negeri Bumirejo 02, namely 75. To find out classical learning completeness, it can be obtained by dividing the number of students who have completed it by the total number of class IV students and then multiplying by 100%. The percentage of data analysis obtained is then categorized into the range of success of the action²⁵. Criteria for the success of the action can be seen in table 2 below:

Table 2. Classical Completeness Criteria

Completion Percentage	Letter	Predicate
90%-100%	A	Very good
80%-89%	B	Good
70%-79%	C	Enough
60%-69%	D	Not enough
0%-59%	E	Very less

The measure used as an indicator of success in this research is if 80% of students succeed in obtaining a minimum average score of 75, in accordance with the KKTP standards, then they are considered successful.

Results and Discussion

Findings

Precycle

Learning outcomes in the initial study of Islamic Religious Education were still very low and not in line with what the researchers expected. information was obtained that the Minimum Learning Completion Criteria (KKM) for class IV Islamic Religious Education

subjects at UPT SD Negeri Bumirejo 02 was 75, of the 15 class IV students who experienced learning incompleteness, 8 students (53.33%) were below the KKM, the remaining 7 Students have experienced learning completeness, namely 46.67% above the KKM. The lowest score obtained by students was 50 and the highest score was 83, with a class average of 69.93%. There were 7 students who got scores below the class average and 8 students who got scores above the class average. The classical average value is 69.93% so it is included in the poor criteria.

From the information presented above, it can be concluded that the learning outcomes in the initial study were still very low, therefore as a follow-up to improve the quality of Islamic Religious Education learning, the researchers conducted Classroom Action Research (PTK).

Implementation of Cycle 1

a) Planning

Before learning begins, the researcher makes a learning plan based on previous actions. In this stage, researchers analyze the curriculum, develop learning modules which include materials, worksheets, learning media, and evaluation. The learning media used are videos containing material on prophets and apostles, as well as worksheets. Researchers also prepare observation formats for teachers and students who are assessed by observers. Learning success is determined by student achievement with a minimum score of 75.

b) Implementation

Learning cycle I lasts for 3 x 35 minutes, with initial activities for 15 minutes, core activities for 75 minutes, and final activities for 15 minutes. In the initial stage, the teacher gives greetings, asks one of the students to lead a prayer, and checks the students' attendance. The teacher also conveys the material to be studied and the learning objectives. The core activity begins with trigger questions to explore students' initial understanding of the material on prophets and apostles. Then, the teacher shows a learning video about the material, provides an explanation, and invites students to memorize the names of prophets and apostles through a song. Teachers use differentiated learning strategies and PBL learning models by dividing students into groups according to their learning styles. Each group chooses a prophet or apostle to explore, using resources such as books and laptops provided by the teacher. Students work together in groups to build products based on the results of their exploration. After that, they presented the results of the exploration and the teacher conducted questions and answers. To test students' understanding, they are given a worksheet to complete. At the final activity stage, teachers and students discuss learning outcomes, conduct questions and answers, draw conclusions and reflect on learning. The teacher gives appreciation and motivation to students and conveys material that will be discussed at the next meeting. The learning activity closed with a prayer and closing greetings.

c) Observation

Cycle I observations were carried out during learning activities. Researchers are assisted by observers to observe the learning process, including teacher and student activities. In observing Islamic Religious Education learning, teachers use differentiated learning strategies. The observation results show that the activities of teachers and students are quite good. There are two aspects that are not yet visible in the teacher's activities, and four aspects that are not yet visible in the students' activities. In terms of learning incompleteness, of the 15 students, six students are below the KKM and nine students have achieved learning completion. The average class score is 79.78%, included in the sufficient criteria. Apart from that, the results of group exploration in telling the story of the life of the prophet or apostle showed quite good results. However, all groups experienced incomplete learning. The lowest score was 71.11 and the highest score was 73.33, with a class average score of 72.34%. In terms of student attitudes, most have sufficient criteria,

but there are still those who need to improve cooperation and discipline. Overall, students are in the good category for classical completeness with a score of 80.83%.

d) Reflection

From the implementation of learning in cycle I, the researcher together with the class IV teacher at UPT SD Negeri Bumirejo 02 found several things that needed to be improved, including:

- 1) In implementing learning, there are still several descriptors that have not been carried out by the teacher. Teachers are less than optimal in directing students to conclude the material they have studied. Teachers are not optimal in reflecting on learning by giving students the opportunity to convey impressions and messages during the learning process.
- 2) Student activity is not optimal. Most students are not able to understand the prophets and apostles who must be believed. Students have not been optimal in making conclusions and summaries in project exploration regarding the life stories of prophets or apostles, have not been actively involved in discussions on strengthening their learning outcomes and there are still some students who are lacking in providing reflections on learning activities because they still rely on answers from their friends.
- 3) Based on the learning results in cycle I, it still needs to be improved because there are still 6 students whose learning results have not reached the KKM, and the exploration results for each group are still below the KKM for their grades.

Implementation of Cycle 2

a) Planning

At this planning stage, researchers analyzed the curriculum to determine the material to be studied, compiled teaching modules and their accessories which included teaching materials, student worksheets, learning media and learning evaluations that were in accordance with the content of the Islamic Religious Education subject, namely material on prophets and apostles. The learning media used are learning videos which contain material about prophets and apostles, and are equipped with videos that support this material and also student worksheets. The next stage in this planning is establishing criteria for learning success.

b) Implementation

The teacher carries out attendance of students and also conditions the condition of students to be ready to take part in learning activities. Next, the teacher shows a learning video with material about prophets and apostles, and asks students to listen and pay attention to the content of the learning video. The teacher provides an explanation regarding the material in the learning video and also invites students to memorize the names of prophets and apostles with a song shown in the learning video. The next step is that the teacher uses differentiated learning strategies and the PBL learning model by dividing students into several groups according to the characteristics of the students' learning styles. The teacher determines and explains the project that will involve students in an exploration of prophets and apostles, where each group chooses at least one prophet or apostle whose life story they will explore. Students explore the prophet or apostle they choose by using resources such as books and relevant references available at school. The teacher also lends a laptop to each group to help them in the task exploration process. Students present the results of their exploration according to their respective groups and the teacher gives appreciation to each group and conducts questions and answers. The next step is to find out students' understanding and mastery of the material regarding prophets and apostles that has been shown in the video, as well as the process of students' exploration of the life stories of prophets or apostles, the teacher asks students to work on the worksheets that have been distributed and collect them according to the agreed time, which has been determined. At this final activity stage, the teacher and the students discuss and discuss the students'

learning outcomes independently, then the teacher conducts questions and answers and reinforces the students. The teacher then closes the learning activity by appointing one of the students to lead the prayer and ends with closing greetings.

c) Observation

Researchers are assisted by observers to observe everything in the learning process, according to the instructions in the teacher and student activity observation sheet during the learning process. Observations in cycle II learning activities obtained data in the form of the results of implementing Islamic Religious Education learning and student learning outcomes consisting of aspects of knowledge and attitudes during the learning activities. The results of observing teacher activities in Islamic Religious Education learning using differentiated learning strategies can be obtained as follows. Of the 16 aspects observed, all aspects were visible and fulfilled so that the score obtained was included in the very good criteria. The results of observing student activities in Islamic Religious Education learning using differentiated learning strategies can be obtained as follows.

The value obtained based on the calculation formula is 93.33% so it is included in the very good criteria. Of the 15 class IV students who experienced learning incompleteness, 2 students (13.13%) were below the KKM, the remaining 13 students had experienced learning completeness, namely 86.67% above the KKM. The lowest score obtained by students was 72 and the highest score was 96, with a class average of 90.13%. The classical average value is 90.13% so it includes very good criteria. The lowest score obtained was 82.22 in the auditory group and the highest score obtained was 84.44 in the kinesthetic group, and the class average was 83.21%, so it included good criteria.

d) Reflection

From the implementation of learning in cycle II, almost all students were happy and enthusiastic in participating in Islamic Religious Education learning using differentiated learning strategies.

- 1) The teacher has carried out learning in accordance with the teaching module and the learning process carried out by the teacher includes very good criteria with a score of 100%. All stages of learning are carried out starting from the initial, core and closing activities.
- 2) Student activity has increased so that the response given by students to learning activities includes very good criteria with a score of 93.33%.
- 3) Student learning outcomes, group work project exploration results and student attitudes have shown an increase above the specified KKM.
- 4) The success indicators determined in this research have been achieved, so the researcher stops the cycle because the researcher feels that the target to be achieved has met expectations.

Analysis

The use of differentiated learning strategies in Islamic Religious Education learning

This can be seen from the improvement in the teacher activity observation sheet in implementing the use of differentiated learning strategies in cycle I and cycle II. The application of the use of differentiated learning strategies in Islamic Religious Education learning during action implementation, students can learn independently by digging deeper to explore problems that need to be solved and placing greater emphasis on student involvement in learning because Islamic Religious Education learning places more emphasis on the application of concepts. learning while doing something (learning by doing) so that students gain meaningfulness in learning.

In accordance with the opinion of Majid (2014), Islamic Religious Education learning is student-centered learning because in this case students are required to be active in learning

concepts from the material being taught to approach and place students more as learning subjects while teachers play more of a role. as a facilitator, namely providing facilities for students to carry out learning activities.

Differentiated learning strategies will make the learning process responsive and support learning between teachers and students to make it more interesting and enjoyable, because the learning needs of students' diverse characteristics can be met well. Learning using differentiated learning strategies in Islamic Religious Education learning has a positive impact in improving learning.

Student activities during the use of differentiated learning strategies in Islamic Religious Education learning

This can be seen when observing students' activities that students' activities experience significant changes. The changes in question include if at the observation stage of cycle I the students' learning activities were not optimal. Students have not been optimal in making conclusions and summaries in project exploration regarding the life stories of prophets or apostles, have not been actively involved in discussions on strengthening their learning outcomes and there are still some students who are lacking in providing reflections on learning activities because they still rely on answers from their friends.

In cycle II, student activity has increased so that the responses given by students to learning activities include very good criteria, because they have been actively involved in discussions and questions and answers, although some students are still passive so they are embarrassed to ask the teacher if they have difficulty. Offline or face-to-face learning by emphasizing independent learning activities during a certain amount of time and using differentiated learning strategies has been able to increase student activity in responding to learning outcomes.

Independent learning activities are a form of learning activity that focuses more on a person's learning awareness or gives more control of learning to the students themselves. Independent learning was developed to increase student responsibility in the learning process.

This is in line with the opinion expressed by Sadiman (2006), the teacher's task in the independent learning process is to be a facilitator, that is, to be a person who is ready to provide assistance to students if needed. This means that student activity has increased significantly.

Student learning outcomes in Islamic Religious Education learning using differentiated learning strategies

The learning outcomes obtained by students during Islamic Religious Education learning using differentiated learning strategies have increased. In cycle I, after learning was implemented using differentiated learning strategies, the average learning outcome increased to 79.78, where of the 15 students there were still 6 students who had not reached the KKM score.

Improvement also occurred in cycle II with average learning outcomes reaching 90.13 with 2 students who had not yet reached the KKM, but the results obtained were satisfactory because they had achieved the expected targets. The facts above reflect an increase in the percentage of students' classical learning completion in Islamic Religious Education learning by using differentiated learning strategies. This happens because through the use of this strategy, students gain meaningfulness in learning.

With differentiated learning as a learning strategy, teachers can become facilitators and help to meet the learning needs of students who have different characteristics, where during learning students construct their own knowledge through independent learning experiences so that the concepts they obtain will be more meaningful and easier. understood by students. Teachers as learning facilitators must be able to provide facilities and media that make it easier for students to learn. Through the implementation of the use of differentiated learning strategies, it turns out that the learning process is more student-centered so that learning outcomes improve.

Conclusion

Based on the results obtained during the research which was followed by a discussion of the research results on the learning process, a general conclusion was obtained, namely that implementing the use of differentiated learning strategies can improve student learning outcomes in Islamic Religious Education learning. In addition to the general conclusions above, the author also formulates specific conclusions, namely as follows:

- 1) The use of differentiated learning strategies can improve the learning outcomes of class IV students in learning Islamic Religious Education on prophets and apostles material at UPT SD Negeri Bumirejo 02, this is proven by the percentage of students completing after cycle II increasing to 90.13%.
- 2) The teacher's consideration in implementing the use of differentiated learning strategies to improve the learning outcomes of class IV students in learning Islamic Religious Education on prophets and apostles material is that the teacher first understands the learning needs and expected competencies so that the learning objectives are in accordance with the strategies that will be implemented by the teacher, considerations Another is the condition and characteristics of students which can determine suitable learning strategies to be applied in learning.
- 3) Differentiated learning is learning that adapts to class conditions and the needs of each student. If the teacher does not understand this well then differentiated learning will not run optimally.

The suggestion that researchers give is that because it has been proven that the use of differentiated learning strategies can improve student learning outcomes in Islamic Religious Education learning, teachers are expected to use this strategy which is adapted to the situation and conditions so that learning is more interesting and easy for students to understand.

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