

## **Student Diversity and Fulfilling the Target of the Differentiation Learning Curriculum**

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### **Abstract**

It is very important for us as educators to know the diversity of students in the classroom to be able to determine differentiated learning models, approaches and strategies during learning. In this paper, we will discuss the diversity of students at SDN Lesanpuro 3 Malang with class IA research samples. From the physical diversity of students in class IA, there are 13 male students and 15 female students. In terms of sensory diversity, the majority have no obstacles. In terms of economic and demographic diversity, class IA students are very diverse, which is based on work factors. The majority of families and residences are in urban areas. Apart from that, judging from the learning outcomes of students in the fine arts learning content, line material also has quite satisfactory results. Based on the diversity of students in class IA, educators have implemented differentiated learning strategies in one aspect of the product in the fine arts learning content. The results of fulfilling the curriculum targets show that in fulfilling the curriculum targets at SDN Lesanpuro 3 class IA, the line material for fine arts learning content shows that students have been able to understand, identify, classify and create works regarding types of lines. And can also demonstrate concrete media TOURISM (Line Cards) individually.

**Keywords:** Diversity, Differentiated Learning, Curriculum Targets

**INTRODUCTION**

Learning is a process or effort carried out by each individual to obtain changes in behavior, both in the form of knowledge, skills, attitudes and positive values as an experience from various material that has been studied. Moh Suardi (2018:11) formulates "that learning in general is a change in a person which can be expressed by mastering new greeting patterns, in the form of understanding, skills and attitudes as a result of the process resulting from the experiences experienced". Students are the main element in the learning process.

The learning process is student-centered so that students can develop their potential and skills, therefore educators need to implement student-centered learning in accordance with the basic abilities of students which are related to the diversity of students. In classroom learning, of course there is diversity in students, to overcome this in classroom learning, educators need to implement differentiated learning in line with the opinion of Dinar W. Andini (2016) "that solving problems related to the diversity of students in the classroom can be resolved by applying one of the differentiated learning models."

In differentiated learning, there are four aspects that must be considered, namely content, process and learning environment. With the diversity of characteristics possessed by students, there are various styles in learning, namely audiotorial, visual and kinesthetic styles. As an educator in differentiated learning, you can facilitate your students in the learning process according to their interests and potential while remaining focused on the learning objectives so that the curriculum targets are successfully achieved. Therefore, to be able to determine the diversity of student characteristics and fulfill curriculum targets is the aim of this research.

**RESEARCH METHODS**

The method used in writing this reflection is a qualitative method. The population used was students at SD Negeri Lesanpuro 3 Malang with a class IA sample. Data collection in writing this reflection is by using observation. The data analysis technique uses the literature study or literature review method. Basically, this literature study uses scientific journals or articles, books and references related to differentiated learning, student diversity and meeting curriculum targets. The research results related to the three are used as supporting data which is then synthesized in such a way as to provide a more meaningful reflection.

**RESULTS AND DISCUSSION****Learner Diversity**

There are certainly many differences among students, including a variety of characteristics, ethnicity, culture, religion, background and so on. In line with the opinion of Khoirul Anwar (2021:66) who states "that diversity is defined as a condition in society where there are differences in various aspects such as ethnicity, religion, race, culture and ideology which is called a pluralistic society". Each student has their own unique strengths, interests, talents and potential that each individual has, with this uniqueness, there is a diversity of different students in the world of education. To overcome this, in classroom learning, educators need to implement differentiated learning strategies to meet the needs of diverse students. Broadly speaking, there are four forms of student diversity, namely:

**1. Physical diversity**

There are various physical types of students, some are thin, fat and medium, students are tall and short, male and female.

**2. Sensory diversity**

There are no obstacles for students who have perfect hearing or vision. There are also students who have visual or hearing impairments.

**3. Diversity in socio-economic and demographic terms**

There are students from rich, medium and poor families. And whether you live in urban or rural areas.

4. Other types of diversity

This is related to emotional, behavioral, specific learning difficulties, autism, etc. in students.

However, there is also a theory that says that the diversity of students can be viewed from multiple intelligences, as the ability to solve problems and produce products in a variety of settings and in real situations. The Multiple Intelligences Theory was coined and developed by Howard Gardner (1993).



**Figure 1.** Multiple Intelligences

The diversity of students can also be reviewed based on the ZPD (Zone of Proximal Development) theory, namely the zone between the actual level of development and the level of potential development. Apart from the theories above, we can also review the diversity of students using other aspects, namely learning modalities which are often misinterpreted as learning styles. These learning modalities are commonly known as VAK or Visual, Auditory and Kinesthetic. Based on this, it can also be proven that during the PPL activity process at Lesanpuro State Elementary School, 3 observations were made regarding the learning environment, teaching assistance activities, and guided learning practices in class IA. H

As a result of the observation, the information obtained was that during the learning process there were three class IA students who had the ability to learn a little slowly. He still cannot concentrate, and he is often late in writing, working on and completing assignments. Apart from that, the information obtained is about programs held at the school such as morning routine activities (teacher picketing before entering class, literacy culture, the agenda of Duha prayers every Friday morning together in the field, gymnastics every Thursday morning, and reading asmaul husna, prayer, and profile of Pancasila students together).

Reading Asmaul Husna, prayer before studying, literacy, and reading the vision and mission are carried out in turns at each grade level. Various kinds of teaching and learning activities (intracurricular), co-curricular (project to strengthen the profile of Pancasila students), and extra-curricular activities such as extra-curricular activities, drumband, qiroat, dance and pencak silat. Then, in teaching assistance activities in class IA, the diversity of students can be described into several types. During the PPL process at SD Negeri Lesanpuro 3 in class IA, it resulted in the discovery of a variety of student diversity. In terms of physical diversity, there are 15 male students and 13 female students, of which all class IA students are Muslim. Judging from the diversity of intelligence of class IA students, there are three students

who experience a few obstacles so that the child experiences. However, the delay in understanding the material can be overcome by moving the student to the front seat so that the teacher can facilitate more intensely. In terms of socio-economic and demographic diversity, Class IA students are very diverse, as can be seen from the occupations of their parents, some of whom work as civil servants, traders, to the majority of online drivers and live in urban areas.

In terms of behavioral diversity, there are students who are very actively responsive in responding to learning, there are also students who are busy being alone, but this can be overcome by doing ice breaking to increase students' focus and concentration in learning. When viewed based on their learning style, the majority of class IA students stand out or even have a kinesthetic learning style, this can be seen through project learning activities, they are very easy to grasp and also solve the problems and challenges given. However, there are also students who have visual and auditory learning styles.

### Differentiated learning

Differentiated learning is one method that can be used to meet the needs of individual students and support the realization of the Merdeka curriculum. In differentiated learning, educators must recognize that there are differences in learning styles and levels of understanding of students, which then adapt to student needs. This assignment will discuss the importance of differentiated learning as a fulfillment of realizing the Merdeka curriculum, as well as looking for effective strategies in implementing differentiated learning in the classroom. Differentiated learning is a learning method that adapts learning strategies, materials and approaches to the needs and characteristics of students. This method is considered very appropriate because each student has different potential and learning styles. Because, differentiated learning aims to increase learning opportunities and students' academic achievements, as well as increase learning satisfaction and students' motivation. The following explains 4 theories behind the need for differentiated learning, namely:

1. Ecological systems theory
2. Theory of Multiple Intelligences
3. Zone of Proximal Development (ZPD) Theory
4. These learning modalities are commonly known as VAK (Visual, Auditory and Kinesthetic)

Through differentiated learning, we can create diverse classes, providing opportunities to obtain content, process ideas, and improve results for each student, so that students will be able to learn more effectively, according to Suwartiningsih (2021). The diversity in the classroom can be used as an opportunity to exchange opinions, exchange stories, experiences and points of view. So there will be lots of creative ideas that will emerge from the exchange of stories from the very complex diversity of students. Apart from that, according to Tomlinson (2001), differentiated learning is an effort to adapt the learning process in the classroom to meet the learning needs of students as individuals. Differentiated learning based on student needs in accordance with 4 components which include:

1. Content differentiation is what students will learn.
2. Process differentiation is how students process learning information.
3. Product differentiation is related to how students express their learning outcomes.
4. Differentiated learning environments. It is part of the way students work and can adapt to the feelings of what they do in learning.

Thus, differentiated learning is not a program to overcome a particular case, but differentiated learning is a continuous learning process that can be implemented by educators to meet students' learning needs so that student learning outcomes are maximized.

**Curriculum Targets**

According to Zais (1976:2) "explains that the curriculum is not only a written plan for teaching but a functional one that provides guidelines and regulates the environment and activities that take place in the classroom". Based on the results of observations, fulfillment of curriculum targets at SD Negeri Lesanpuro 3 Malang is carried out with various activities. Among them are differentiated learning and P5 activities. Differentiated learning in fine arts learning content is carried out during class time, with a total of 2 lesson hours. Meanwhile, P5 activities are carried out during KBM hours every week with a duration of 1 hour.

The implementation of differentiated learning in class IA is carried out by considering the diversity of students. After looking for several references and considering various strategies, it was finally decided to carry out product differentiation learning in the material Closer to Lines, students create shape drawings using straight and curved lines. The activity begins with a trigger question to the students then they respond. By learning product differentiation, educators use the TURIS (Line Card) media provided, then students are given the task of creating shape drawings. Then students are asked to work individually to hone interpersonal intelligence to understand aspects of recognizing and truly understanding the types of lines.

The next stage is that they are asked to present the work or product they have made, in this step students have visual and kinesthetic intelligence because they receive information more easily through pictures where the brain processes visual information and through drawing (kinesthetic) so that everything blends together. very efficient. It is much easier to remember a clear image such as a photo than it is to remember what the educator said or simply wrote on the board.

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