

## **IMPLEMENTATION OF CONTENT DIFFERENTIATION LEARNING ON THE LEARNING INTEREST OF FOURTH-GRADE STUDENTS AT MADRASAH IBTIDAIYAH SALAFIYAH DUWET, PEKALONGAN**

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### **Abstract**

Content differentiation learning is a relatively new instructional approach, and only a few schools have implemented it. Content differentiation learning is a form of independent learning implementation where the teaching method provides material to students based on their skills, learning profiles, and knowledge. Madrasah Ibtidaiyah Salafiyah Duwet in Kota Pekalongan has been applying differentiated learning for several years. This research aims to examine how content differentiation learning strategies affect the learning interests of fourth-grade students at MI Salafiyah Duwet, Kota Pekalongan. The researcher employed a qualitative approach with descriptive analysis. Data were collected through observation, interviews, and documentation. Data analysis techniques included data condensation, data display, and conclusion verification. The research findings indicate that the steps in implementing content differentiation learning to enhance the learning interests of fourth-grade students are carried out through mapping, planning, implementation, and evaluation. The role of the fourth-grade teachers is commendable, with collaboration among parents, the school principal, and the foundation management, along with support from adequate facilities and learning resources. The main obstacle in the implementation of content differentiation learning is the teachers' ongoing learning process in understanding it and their limited experience.

**Keywords:** Content differentiation learning, independent curriculum, Student learning interest

### **INTRODUCTION**

The urgency of differentiated learning is to provide equal opportunities for each student so that they can grow optimally, according to their respective natural talents (F. Yang & Li, 2018). Although in principle, differentiated learning provides freedom to individual students (El Janati et al., 2019), on the other hand, every student today needs to have the same skills, namely digital literacy skills (Tetep & Suparman, 2019). The differentiated learning model is not a strategy, but an open perspective on learning (Leppan et al., 2018).

This differentiated learning is a learning process that gives students a central role in learning. In this context, students are given the widest possible opportunity to determine how to study, length of study, and learning outcomes, according to each student's abilities. So differentiated learning is a teacher's effort to meet all the needs of each student individually.

In the independent learning curriculum, content differentiation learning is no longer foreign to educators. Content differentiation is a form of differentiated learning as a form of implementing independent learning. Of course, differentiated learning is closely related to Ki Hajar Dewantara's educational philosophy. In this case, teachers

need to regulate the type of information that will be conveyed in learning. Teachers can also map students' learning readiness. Not only that, another consideration in content differentiation is mapping students' interests in certain learning materials.

Content differentiation learning practices are not difficult to implement. In an interview the researcher with a teacher said that content differentiation learning needs to have a strategy in implementing it, it is necessary to understand that content is everything that is taught to students, including three aspects, namely, readiness to learn, interests and learning profile. If we talk about students' learning readiness. Students' initial abilities can be seen. Students are given a basic understanding. If we look at the student's learning profile, the teacher ensures that students learn according to their learning style. If they learn a visual style, they are given pictures. Based on students' interests, teachers can provide narrative texts with topics that students like.

In understanding students' learning needs, we can design learning activities by differentiating content. The content here includes knowledge, learning concepts and skills that students need based on the scope of the curriculum. The difference in content here, for example, is by using video, reading text, or audio. The content can be divided according to the needs of students and by selecting media that also suits learning needs. In this case, students are free to choose according to their interests.

According to research conducted by Reza Widyawati regarding differentiated learning in elementary schools, the positive impact of implementing this learning. Teachers feel that students' learning needs are met, which is reflected in the implementation of differentiated learning.

This research aims to evaluate the impact of content differentiation learning strategies on fourth grade students' interest in learning at MI Salafiyah Duwet, Pekalongan City, students feel involved and active in learning, this can be seen from their enthusiasm for learning when presenting the results of discussions in front of the class and analyzing obstacles in learning. implementation of content differentiation learning in the madrasah. This research supports the research conducted by Reza Widyawati, that the obstacles or barriers experienced in implementing this learning, teachers still have a uniform mindset and the same understanding regarding learning is the same for all.

## **METHODS**

This type of research is qualitative research. This research examines a comprehensive picture at the research location regarding the application of differentiated content in increasing student interest in learning at MI Salafiyah Duwet, Pekalongan City. This research uses a type of approach through descriptive qualitative research. The data that will be collected will be in the form of documentation in the form of photos or images or in the form of narrative text. The researcher acts as a collection tool so that the data obtained can be useful for studying for the purposes of this report. Researchers obtained data by observing and interviewing several sources, including school principals, teachers, students and other parties related to the research object at

MI Salafiyah Duwet, Pekalongan City. Apart from that, data in the form of documents or explanations from other people will be used as support in completing the data in this research.

The data collection technique used in this research is: interviews. The people who will be interviewed are school principals, teachers and students of MI Salafiyah Duwet Pekalongan City. Another data collection technique is observation. In this study, direct observation was used to increase students' interest in reading at MI Salafiyah Duwet, Pekalongan City. Apart from interviews and observations, there is documentation. In this research, researchers will collect documents that can be used as support related to research at MI Salafiyah Duwet, Pekalongan City.

## **RESULTS AND DISCUSSION**

As educators, of course they must carry out their roles and functions well, including as a facilitator, inspirer, and able to create safe and comfortable learning for students. One type of learning that pleases students and supports them in the sense of being able to make students active in class. Teachers need to carry out careful planning, one of which is determining the right strategy, which can be through differentiated learning.

Differentiation in content is closely related to the scope of learning material that students will study. For example, what themes will be chosen according to students' interests, the extent of the scope of learning required, and the level of difficulty of the material provided according to their level of mastery of literacy, numeracy and knowledge.

In this way, learning content will be more relevant and contextual for students. Content differentiation is also visible in the selection of teaching materials. For example, choosing materials according to the learning. Of course, the selection of teaching materials also needs to consider suitability to the student's profile based on their learning readiness, interests and learning profile. As long as content differentiated learning is carried out, teachers need to continuously evaluate the materials and learning materials used, whether they are appropriate or whether they need to be readjusted during the process.

Referring to research results from (Wahyuni: 2022), based on data from interviews with several students, the results showed that students do not like conventional lecture-based learning, therefore, teachers must restore media based on real problems that exist in the middle. -middle of students.

In content differentiated learning activities, teachers need to facilitate students whose learning style is visual by displaying a screen showing the material being taught. For students who like auditory or audiovisual, learning videos are displayed that they can watch directly in class. Likewise, children who have a kinesthetic learning style are given real examples of direct demonstrations by the teacher in front of the class.

In observations and interviews conducted by researchers at the research location, it was seen that the teacher carried out the planning stages by paying attention to learning activities and student groupings. Then the teacher provides material according to the student's learning profile, through audio-visual by showing learning videos, through kinesthetics, namely observing the surrounding environment, and audio by listening to songs about the material being taught.

Through these learning activities, based on interviews with teachers in class IV MI Salafiyah Duwet, students are more active and develop their creativity and interest in learning in participating in learning. In the kinesthetic group, they are skilled at presenting the results of their analysis by describing and conveying the material obtained in front of the class. Likewise with visual auditory, students can complete problem analysis on time.

At the end of the closing activity, the teacher evaluates and reflects by asking questions related to the learning that has been carried out. After this stage is completed, the teacher carries out an evaluation and provides an approach in the form of motivating students' learning to be more active in the next lesson.

In the closing activity, the teacher evaluates the results of the activities that have been carried out. Of course teachers experience obstacles when carrying out this learning. As stated by the class IV teacher at MI Salafiyah Duwet, there are teacher limitations in accommodating all students' learning needs, considering that the means and time to prepare this learning activity requires thorough preparation and quite a long time.

Therefore, it is important for teachers to reflect at the end of learning so that they can see responses and images related to the learning that will be carried out next. In this way, learning will be created that suits the characteristics of students (Dixon et al., 2014).

## **CONCLUSION**

Based on the results and discussion presented above, the researcher draws the conclusion that the students' behavior shows a high enthusiasm for learning and can explore and develop their potential as individuals who have different unique qualities. Students feel more involved in learning, this can be seen from their high enthusiasm for learning when presenting the results of discussions in front of the class. Therefore, implementing differentiated learning requires teacher competence in preparing learning with various media according to the results of mapping students' needs through diagnostic assessments, interviews with teachers regarding their characteristics, and through basic questions regarding their learning interests. So that differentiated learning can be realized. The obstacles experienced by teachers in carrying out this learning are the teacher's limitations in accommodating all students' learning needs,

considering that the facilities and time for preparing this learning activity require thorough preparation and quite a long time.

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