

ABSTRAK

Sanjaya, IG.B. Weda (2025), *Strategi Pembelajaran Berdiferensiasi pada Materi Puisi Bali Modern di Kelas X SMA Negeri Bali Mandara*. Tesis, Pendidikan Bahasa, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: strategi pembelajaran, pembelajaran berdiferensiasi, puisi Bali modern

Penelitian ini bertujuan untuk mendeskripsikan strategi pembelajaran berdiferensiasi pada materi puisi Bali modern di kelas X SMA Negeri Bali Mandara. Fokus penelitian mencakup tiga aspek utama, yakni perencanaan, pelaksanaan, serta hambatan yang dihadapi guru selama proses pembelajaran berlangsung. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data berupa observasi, wawancara mendalam, dan dokumentasi. Subjek penelitian terdiri atas guru Bahasa Bali dan peserta didik kelas X yang dipilih secara purposif berdasarkan keragaman gaya belajar dan tingkat kesiapan belajar mereka.

Hasil penelitian menunjukkan bahwa strategi pembelajaran berdiferensiasi dirancang secara cukup sistematis dan kontekstual. Sekolah menyediakan profil peserta didik yang memuat informasi tentang minat dan gaya belajar, serta memfasilitasi asesmen diagnostik kognitif dan nonkognitif pada awal semester. Data asesmen ini digunakan guru sebagai dasar untuk menyusun perencanaan pembelajaran yang adaptif terhadap keragaman siswa. Dalam pelaksanaannya, guru memberi keleluasaan kepada siswa untuk memilih konten, proses, produk, dan lingkungan belajar sesuai preferensi masing-masing. Diferensiasi diwujudkan melalui variasi sumber belajar, metode kerja, serta bentuk penyajian karya puisi, baik secara langsung maupun dalam bentuk video. Meskipun demikian, guru menghadapi sejumlah kendala seperti keterbatasan waktu tatap muka, umpan balik formatif yang belum optimal, serta belum tersedianya perangkat asesmen yang sepenuhnya mendukung pendekatan diferensiasi. Penelitian ini menegaskan pentingnya fleksibilitas strategi, dukungan kelembagaan, serta peningkatan kapasitas guru untuk mengelola pembelajaran berdiferensiasi secara berkelanjutan dalam kerangka implementasi Kurikulum Merdeka.

ABSTRACT

Sanjaya, I.G.B. Weda (2025). *Differentiated Learning Strategies on Modern Balinese Poetry Material in Grade X of SMA Negeri Bali Mandara*. Thesis, Language Education, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Keywords: learning strategy, differentiated instruction, modern Balinese poetry

This study aims to describe differentiated learning strategies implemented in the teaching of modern Balinese poetry in Grade X of SMA Negeri Bali Mandara. The research focuses on three main aspects: planning, implementation, and challenges encountered by the teacher during the learning process. The study adopts a descriptive qualitative approach, utilizing observation, in-depth interviews, and documentation as data collection techniques. The research subjects consist of a Balinese language teacher and Grade X students, selected purposively based on the diversity of their learning styles and readiness levels.

The findings indicate that the differentiated learning strategies were designed in a fairly systematic and contextual manner. The school provided student profiles containing information on students' interests and learning styles, and facilitated cognitive and non-cognitive diagnostic assessments at the beginning of the semester. These assessments served as a basis for the teacher to plan adaptive learning activities. During the implementation, the teacher applied a flexible approach by allowing students to choose the content, process, product, and learning environment that best suited their preferences. Differentiation was realized through varied learning resources, collaborative and independent learning methods, and diverse forms of poetry presentation—either through live performances or video recordings. However, several challenges were identified, including limited instructional time, suboptimal formative feedback, and the lack of ready-to-use differentiated assessment tools. This study highlights the importance of flexible instructional strategies, institutional support, and teacher capacity building to ensure the sustainable implementation of differentiated instruction within the framework of the Merdeka Curriculum.