

## ABSTRAK

Widiastuti, Ni Putu Winni (2026), *Eksplorasi Pengalaman Guru IPA dalam menerapkan Strategi Pembelajaran IPA Berdiferensiasi di SMP Negeri 5 Singaraja*. Tesis, S2 Pendidikan IPA, Program Pascasarjana, Universitas Pendidikan Ganesha.

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*Kata-kata kunci:* pembelajaran berdiferensiasi; pengalaman guru IPA; fenomenologi hermeneutik; Kurikulum Merdeka

Implementasi Kurikulum Merdeka menuntut guru untuk menerapkan pembelajaran berdiferensiasi, namun pengalaman pedagogis guru dalam menerapkan pendekatan ini masih belum banyak dieksplorasi, khususnya pada pembelajaran IPA di sekolah dengan keterbatasan fasilitas. Penelitian ini bertujuan untuk mengeksplorasi pengalaman hidup guru IPA dalam merancang, melaksanakan, dan mengevaluasi pembelajaran berdiferensiasi di SMP Negeri 5 Singaraja. Penelitian ini menggunakan pendekatan kualitatif dengan desain fenomenologi hermeneutik berdasarkan pemikiran van Manen. Tiga guru IPA kelas VII, VIII, dan IX dipilih melalui teknik purposive sampling karena memiliki pengalaman langsung dalam menerapkan pembelajaran berdiferensiasi. Data dikumpulkan melalui wawancara mendalam dan studi dokumentasi, kemudian dianalisis secara tematik melalui interpretasi dan refleksi fenomenologis. Triangulasi dilakukan untuk menjamin keabsahan temuan. Hasil penelitian mengungkap empat tema esensial, yaitu: (1) Kesadaran Keberagaman sebagai Dasar Praktik Pembelajaran, (2) Fleksibilitas Pedagogis sebagai Strategi Keberpihakan, (3) Transformasi Peran dan Identitas Profesional Guru IPA, dan (4) Pembelajaran Berdiferensiasi sebagai Praktik Humanis dan Reflektif. Temuan menunjukkan bahwa pembelajaran berdiferensiasi berkembang menjadi praktik pedagogis yang adaptif, reflektif, dan humanis yang membentuk kesadaran profesional guru serta dipersepsikan mampu meningkatkan keterlibatan siswa dan pemahaman konsep IPA. Penelitian ini memberikan kontribusi dalam memperkaya pemahaman fenomenologis mengenai pembelajaran berdiferensiasi dalam implementasi Kurikulum Merdeka, khususnya pada pembelajaran IPA di sekolah dengan keterbatasan sumber daya.

## ABSTRACT

Widiastuti, Ni Putu Winni (2026), *Exploring Science Teachers' Experiences In Implementing Differentiated Science Learning Strategies At SMP Negeri 5 Singaraja*. Master's Thesis, Master of Science Education, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and reviewed by Supervisor I: Prof. Dr. I Wayan Redhana, M.Si. and Supervisor II: Prof. Dr. I Wayan Suja, M.Si.

Keywords: differentiated instruction; science teacher experience; hermeneutic phenomenology; Merdeka Curriculum

The implementation of the Merdeka Curriculum requires teachers to apply differentiated instruction; however, teachers' pedagogical experiences in implementing this approach remain underexplored, particularly in science education within schools with limited facilities. This study aims to explore the lived experiences of science teachers in designing, implementing, and evaluating differentiated instruction at SMP Negeri 5 Singaraja. This study employed a qualitative approach with a hermeneutic phenomenological design based on van Manen's framework. Three science teachers from grades VII, VIII, and IX were selected through purposive sampling due to their direct experience in implementing differentiated instruction. Data were collected through in-depth interviews and document analysis and analyzed thematically through phenomenological interpretation and reflection. Triangulation was used to ensure the trustworthiness of the findings. The findings revealed four essential themes: (1) Awareness of Diversity as the Foundation of Instructional Practice, (2) Pedagogical Flexibility as a Strategy for Instructional Responsiveness, (3) Transformation of the Roles and Professional Identity of Science Teachers, and (4) Differentiated Instruction as a Humanistic and Reflective Practice. The results indicate that differentiated instruction has evolved into an adaptive, reflective, and humanistic pedagogical practice that shapes teachers' professional awareness and is perceived to enhance student engagement and conceptual understanding in science learning. This study contributes to a phenomenological understanding of differentiated instruction within the implementation of the Merdeka Curriculum, particularly in science education in resource-limited school contexts.

