

ANALISIS PENERAPAN PEMBELAJARAN BERDIFERENSIASI

DI SEKOLAH DASAR NEGERI 1 BANJAR BALI

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ABSTRAK

Penelitian ini dilatarbelakangi oleh realitas yang menunjukkan bahwa proses pembelajaran cenderung belum sepenuhnya memfasilitasi kebutuhan belajar siswa secara individual. Kondisi ini menyebabkan keberagaman karakteristik siswa belum terakomodasi secara optimal, sehingga diperlukan penerapan pembelajaran berdiferensiasi sebagai solusi strategis. Tujuan penelitian ini adalah untuk mengkaji pemahaman, perancangan, dan penerapan pembelajaran berdiferensiasi pada komponen konten, proses, produk, dan lingkungan belajar, serta mengidentifikasi berbagai kendala implementasinya di SD Negeri 1 Banjar Bali. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Subjek penelitian ditentukan melalui teknik *purposive sampling*, yang melibatkan guru-guru kelas sebagai informan kunci. Data dikumpulkan melalui teknik wawancara, observasi, dan studi dokumentasi. Proses analisis data dilakukan secara sistematis dengan tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan temuan dijamin melalui teknik triangulasi guna menyelaraskan data dari berbagai perspektif. Hasil penelitian menunjukkan bahwa guru memiliki pemahaman konseptual yang baik mengenai makna diferensiasi. Perencanaan pembelajaran telah dilakukan dengan baik karena guru sudah menyusun pembelajaran berdasarkan hasil asesmen diagnostik dan kebutuhan siswa. Secara praktik, diferensiasi proses dan lingkungan belajar telah diupayakan secara lebih konsisten, sedangkan diferensiasi konten dan produk belum terlaksana secara konsisten di kelas. Hal ini disebabkan oleh hambatan berupa keterbatasan waktu, beban kerja guru yang tinggi, serta kurangnya fasilitas pendukung.

Kata Kunci: Pembelajaran Berdiferensiasi, Kurikulum Merdeka, Rencana Pembelajaran, Kendala Pembelajaran.

**ANALYSIS OF THE IMPLEMENTATION OF DIFFERENTIATED
LEARNING IN STATE ELEMENTARY SCHOOL 1 BANJAR BALI**

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ABSTRACT

This study was motivated by the reality that the learning process tends not to fully address students' individual learning needs. This situation means that the diversity of student characteristics is not optimally accommodated, making the implementation of differentiated instruction a necessary strategic solution. The objective of this study is to examine the understanding, design, and implementation of differentiated instruction across the components of content, process, product, and learning environment, as well as to identify various implementation challenges at SD Negeri 1 Banjar Bali. The method used in this study is qualitative descriptive. Research subjects were selected through purposive sampling, involving classroom teachers as key informants. Data were collected through interviews, observations, and document analysis. Data analysis was conducted systematically through the stages of data reduction, data presentation, and drawing conclusions. The validity of the findings was ensured through triangulation to align data from various perspectives. The results of the study indicate that teachers possess a good conceptual understanding of the meaning of differentiation. Instructional planning has been carried out effectively, as teachers have designed lessons based on the results of diagnostic assessments and students' needs. In practice, efforts to differentiate learning processes and environments have been more consistent, whereas differentiation of content and learning outcomes has not yet been consistently implemented in the classroom. This is due to constraints such as time limitations, high teacher workload, and a lack of supporting facilities.

Keywords: *Differentiated Learning, Merdeka Curriculum, Lesson Plan, Learning Constraints.*