



## Implementation of differentiated learning in the Kurikulum Merdeka in class IV

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### ABSTRACT

Differentiated learning is learning that accepts and acknowledges readiness and interest in learning so that student learning diversity occurs. The aim of carrying out a differentiated approach is to ensure that students receive an approach that suits their characteristics and needs to maximize their potential and motivate them to learn. This research uses a qualitative approach in its methodology. The instruments used were interviews, observation, and documentation. Triangulation is a data validation technique that compares or checks the correctness of data using sources other than the original data. The validity of the data in this research uses three triangulations: technique, source, and time triangulation. Data and data sources were obtained through observation, documentation, and interviews. Primary data in this research are teachers and school principals. Meanwhile, secondary data used in this research was collected from various sources, including books, journals, papers, and other supporting materials. The results of the study concluded that there are several stages in differentiated learning, namely mapping students' needs through diagnostic assessments, designing differentiated learning plans according to students' needs by implementing content, process, and product strategies, and evaluating and reflecting on the learning that has been implemented.

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### ABSTRAK

Pembelajaran berdiferensiasi ialah pembelajaran yang menerima serta mengakui dengan adanya kesiapan dan minat belajar sehingga terjadilah keberagaman belajar peserta didik. Tujuan dilakukannya pendekatan berdiferensiasi supaya peserta didik menerima pendekatan yang sesuai dengan karakteristik serta kebutuhan peserta didik untuk memaksimalkan potensi serta memiliki motivasi dalam pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dalam metodologinya. Instrumen yang digunakan berupa wawancara, observasi dan dokumentasi. Triangulasi adalah teknik validasi data yang membandingkan atau memeriksa kebenaran data dengan menggunakan sumber selain data asli. Dan keabsahan data dalam penelitian ini menggunakan 3 teknik triangulasi yakni triangulasi teknik, sumber dan waktu. Data dan sumber data didapatkan melalui observasi, dokumentasi dan wawancara. Data primer pada penelitian ini adalah guru dan kepala sekolah. Sementara data sekunder yang digunakan dalam penelitian ini dikumpulkan dari berbagai sumber, antara lain buku, jurnal, makalah, dan bahan pendukung lainnya. Hasil penelitian disimpulkan bahwa terdapat beberapa tahapan dalam pembelajaran berdiferensiasi yaitu melakukan pemetaan kebutuhan peserta didik melalui asesmen diagnostik, merancang perencanaan pembelajaran berdiferensiasi sesuai kebutuhan peserta didik dengan mengimplementasikan strategi konten, proses, dan produk, melakukan evaluasi dan merefleksikan pembelajaran yang sudah dilaksanakan.

**Kata Kunci:** kurikulum merdeka; pembelajaran berdiferensiasi; penerapan kurikulum

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## INTRODUCTION

According to Ki Hadjar Dewantara, education aims to guide all the natures that exist in children so that they can achieve the highest safety and happiness both as humans and as members of society. According to Ki Hadjar Dewantara's philosophy, education is where the seeds of culture reside. Ki Hadjar Dewantara's strong desire for this generation reminds us of how important it is for teachers to have an abundance of mentality, morality, and spirituality. Activities that will be carried out so that the learning process reflects Ki Hajar Dewantara's thoughts are realized, namely implementing independent learning that is student-oriented through a holistic educational approach, namely developing all the potential that exists in students in a balanced way, including intellectual, emotional, physical, social, artistic, and its spiritual potential goes hand in hand (Sarie, 2022).

Education is dynamic and must be modified or changed according to the times, situations, and educational systems used. The Ministry of Education and Culture is developing a policy for the Kurikulum Merdeka Belajar to make up for missed learning during and after the pandemic. The Kurikulum Merdeka was created and implemented as an emergency dynamic as a reaction to the impact of the COVID-19 pandemic. Kurikulum Merdeka, as an effort to overcome the learning crisis after the COVID-19 pandemic, has begun to be designed and implemented in ready schools and the Sekolah Penggerak program (Nugraha, 2022; Susilana et al., 2023). One strategy that allows students to choose subjects they are interested in is the Kurikulum Merdeka. The term intracurricular learning is another name for the Kurikulum Merdeka. The information will be tailored to give students enough time to solidify their abilities and understand the idea. Learning is the main activity in the educational environment because the learning process requires interaction and utilization of various existing resources, both internal and external potential, to achieve specific learning goals (Azzahra et al., 2022).

As the spearhead of education, teachers are required to create an independent learning system for students. Therefore, teachers must continue to develop and use the latest knowledge and technology. Various inspirational learning strategies are needed to carry out independent learning, one of which is the application of differentiated learning. Differentiated learning is a series of sensible decisions made by teachers directed at students' needs. Differentiated learning involves mixing all the differences to gain information, create ideas, and express what they have. In other words, differentiated learning consists of creating diversity by providing opportunities to acquire content and ideas and improve the results of each student, whether they can learn more effectively (Kamal, 2021).

Teacher-centered learning is the dominant educational approach in Indonesia. Instructors often take a universal approach and ignore the unique qualities of their students. Teachers implement teacher-centered learning and only use one method. Differentiated learning is a method of meeting the learning needs of each student. However, due to scarce natural and human resources, only a few schools adopt this teaching method. It also results in a lack of instructor skills in creating learning (Marita, 2023). Teachers can also use various teaching resources, such as textbooks, teaching modules, literacy tests, and more, thanks to the Kurikulum Merdeka. Apart from that, the Merdeka Mengajar website platform and Android application have been released by the Ministry of Education and Culture and can be used by teachers as needed. The Kurikulum Merdeka aims to provide students with a comprehensive education to become Pancasila learners ready to face the future (Lestari et al., 2023).

After this pandemic, the Indonesian Ministry of Education, Culture, Research and Technology introduced a flexible curriculum. According to the Ministry of Education and Culture, the flexibility of the Kurikulum Merdeka is demonstrated by the freedom of teachers to adapt their teaching to each student's skills and development stages. This justification aligns with the humanistic education theory put forward by national education figure Ki Hajar Dewantara. The concept of freedom to learn in the Merdeka Curriculum, which

is taken from the ideas of the Father of Indonesian Education, highlights a fundamental aspect of the learning process, namely the ability to develop creative learning models according to the needs of students (Anggraini & Wiryanto, 2022).

To meet students' learning needs, solutions must be found by addressing the problems of student diversity and teacher constraints, including inadequate infrastructure and facilities and scarce resources. Although not all students can achieve competency, if the competency possessed by students can be maximized, then the learning process will also be more optimal. This is coupled with the challenges of facilities and infrastructure and the diversity of students, each unique. Teachers are expected to be able to facilitate the diversity of potential differences needed in learning for each student. Differentiated learning is one of the ideas proposed in the Kurikulum Merdeka to address student learning skills and diversity.

Recognizing and teaching a variety of individual learning styles and talents is possible through differentiated learning. A diversified learning strategy aims to modify learning materials and teaching materials (teaching modules) to suit each student's specific needs, interests, learning styles, and pace. The practice of teachers using various teaching strategies based on the needs of each student is known as differentiated learning. Differentiated learning can reduce the gap between children with high and low levels of achievement and encourage equal learning opportunities for all students. In other words, differentiated learning is a teaching method created for learning (Purnawanto, 2023).

Based on previous research, the findings show that by grouping students based on their needs and learning styles, differentiated learning can effectively address various variants of students' diverse learning needs, thereby enabling the ongoing learning process to be implemented and learning objectives to be achieved (Wahyudi et al., 2023). Differentiated learning can be used to overcome problems related to the range of students' abilities during the classroom learning process. In particular, it can facilitate collaborative learning, speaking practice, a positive learning environment, and the selection of learning materials (Puspitasari & Walujo, 2020). Research on differentiated learning shows that this approach is more student-centered, so it is suitable for integration into the Kurikulum Merdeka (Fauzia & Ramadan, 2023).

Even though several studies have discussed the application of differentiated learning, there are differences in research methods, research focus, and the research locations chosen are different. Based on the three results of previous research above, it is concluded that the application of differentiated learning, which is carried out appropriately, can meet students' learning needs amidst the diversity of different student characteristics and is in line to implement a Kurikulum Merdeka which focuses on a learning process that is enjoyable for students. This study specifically focuses on the application of differentiated learning, which will be the focus of this study. This research aims to determine the extent to which SDN 28 Bathin Solapan, Bengkalis Regency, uses differentiated learning in the Kurikulum Merdeka. This research aims to determine how differentiated learning is implemented in class IV of the Kurikulum Merdeka. There are, of course, additional differences between this study and other similar studies. For example, the data and research findings are more recent because this research was conducted in the most recent year.

## LITERATURE REVIEW

One of the Minister of Education and Culture initiatives, Nadiem Makarim, is an autonomous curriculum. The idea of continuous learning is included in the autonomous curriculum. In implementing an autonomous curriculum, the material is further optimized to provide time for students to absorb concepts and develop their skills even though their backgrounds are different. Kurikulum Merdeka emphasizes the importance of providing more excellent policies to teachers and schools in creating learning and providing more adaptable approaches according to students' learning needs (Rohana et al., 2024). Differentiated learning is one method that can be used to implement an autonomous curriculum. Teachers can create learning experiences tailored to each student's needs by considering their unique learning preferences, interests,

and skills. It is ideal for student-centered learning. Meanwhile, the instructor facilitates and guides learning (Rusmiati et al., 2023).

Therefore, teachers must make concerted efforts to conduct learning using different models that combine content, process, and product differentiation, considering the variety of learning styles. Evaluation and reflection are carried out to ensure the effectiveness of the learning that has been carried out. In theory, this type of education allows students to grow as individuals without being restricted by instructors. Differentiated learning is important in schools to realize independent learning that prioritizes student-centered learning (Aliyyah et al., 2023).

The results show that applied differentiated learning can overcome the diversity of students' needs by grouping students according to their learning styles and needs to carry out the learning effectively. The learning objectives can be achieved (Wahyudi et al., 2023). Differentiated learning can solve problems regarding the diversity of students' abilities when studying in one class. These include a pleasant learning atmosphere, speaking practice, collaborative learning, and selection of materials and learning processes (Puspitasari & Walujo, 2020). Other research on differentiated learning also concluded that it focuses on students, which is suitable for implementation in the Kurikulum Merdeka (Fauzia & Ramadan, 2023).

## **METHODS**

This research uses a qualitative approach. The direct use of primary data sources and the focus on process rather than results make this qualitative research demonstrate several characteristics because, if this process is carefully examined, the relationship between the components studied will become more evident. This research was conducted in SD Negeri 28 Bathin Solapan. The research was conducted from September to December 2024. Finding the topic of discussion is the first step in this research procedure. The researcher continues to develop the topic that is the main focus of this investigation. The focus of this research is the use of differentiated learning in class IV using the Kurikulum Merdeka.

Apart from that, data collection procedures in research use observation, documentation, and interviews. Primary and secondary data are the two categories of data used in this research. This research used 1 School principal and two teachers as the primary data sources. In this case, primary data can be collected through observation, documentation, and interviews. Research-related journals and books provided secondary data for this research. Secondary data is information collected indirectly by data collectors. For example, through other individuals, notes, books, diaries, and online resources.

The three data collection methods used for this research were documentation, interviews, and observation. Meanwhile, observation, interviews, and documentation criteria were used as data collection tools. In addition, because this research is qualitative, analysis of the initial data obtained until the research conclusion is carried out continuously and at any time. Searching for patterns, correlations, and important information in data is carried out through data study and processing using data analysis tools. The goal is to understand the material more thoroughly and base judgments on the information found. Data reduction, data presentation, data presentation, formulation of conclusions, and implementation are the data analysis methodologies used in this research. The researchers in this study also used three types of triangulation: source, technique, and time (Nirmalasari & Iskandar, 2023).

## **RESULTS AND DISCUSSION**

### **Results**

The autonomous curriculum develops adaptable and creative teaching strategies to improve the quality of education. The learning approach called differentiated learning has been modified to meet student

demands. Research was conducted to assess students' readiness, needs, and learning styles; researchers will provide diagnostic tests at the beginning of the learning process. Using learning style test questions to identify children's interests and talents provides the best picture of how each child generally has a unique learning capacity.

Completing the instrument is expected to provide reliable results regarding the learning styles of Class IV students, in addition to observation and interview activities. One of the competencies that teachers should master is developing learning models or making any efforts to improve the learning process's results, namely by creating a learning atmosphere that is fun, creative, dynamic, dialogical, and meaningful for students. This is because a teacher has a professional commitment to improving the quality of the education he provides (Ariso et al., 2023).

Differentiating the learning process means teachers build the same understanding for students even with different supports, complexities, and challenges. Teachers design learning activities that accommodate students' diverse learning styles. Sometimes, teachers need to organize learning with the help of videos, picture reading books, etc., to accommodate visual learning styles. Students with an auditory learning style will find it easier to fulfill their learning needs by listening to audio recordings, friends' explanations, teachers' verbal explanations, discussions, questions and answers, etc. Meanwhile, the kinesthetic learning style will be well accommodated through practicums, demonstrations, etc.

### **Differentiated Learning Preparation**

Before preparing a child for targeted learning, the teacher conducts a preliminary diagnosis to determine the student's needs. By doing this, educators can identify and recognize variations among their students. Interview findings with fourth-grade instructors indicate that each student is different and unique. The educational process at SDN 28 Bathin Solapan aims to discover each student's potential. Here, the instructor's role is to help students ask questions and communicate their needs. The teacher then responds to questions and gives tests as part of the learning process. So that you do not just concentrate on information, SDN 28 Bathin Solapan encourages students to explore their talents, such as poetry, music, or sketching.

Fifty-one percent of the 35 students who took part in the learning style analysis had a visual learning style, 28.6% had an auditory learning style, and 20% had a kinesthetic learning style. Compared with other learning styles, most grade IV students have a visual learning style. Given the variety of learning styles among students, teachers tend to supervise them. Attached are the results of interviews with teachers and school principals regarding the preparations made by educators before implementing differentiated learning.

*"Tentu saja sudah. Dengan cara melihat dulu minat anak arahnya kemana, lalu saya buat bahan ajar nya sesuai dengan kondisi minat belajar anak". (G, 10/12/2024).*

*"Para pendidik disini tentu saja dituntut untuk membuat bahan ajar yang sesuai dengan kesiapan belajar anak didik nya. Tergantung bagaimana guru tersebut, tapi biasanya mereka akan melihat dari condongnya anak ini minat belajar nya seperti apa, lalu baru disusun bahan ajar nya sesuai dengan minat belajar itu". (K, 10/12/24).*

From the statements of teachers and school principals, it can be concluded that teachers have made thorough preparations before carrying out differentiated learning by paying attention to the interests and preferred directions of children's learning methods. Then, appropriate teaching materials are prepared, and differentiated activities are included.



## Implementation of Differentiated Learning

In addition to creating types, teachers must understand the varied learning contexts and diverse information, methods, and products. That is how differential learning is practiced. Teachers can effectively meet their students' learning needs and potential, and students will be satisfied if their learning is met best. When it comes to receiving information, learning style is essential. Strategies to accommodate students' preferred learning methods allow them to make maximum use of films by adapting them to their visual learning preferences (Nurhayati et al., 2024). Allow teachers to write and explain content on the board more often and use visual aids. For kinesthetic learners, instructors must complete a demonstration project; for auditory learners, instructors may use discussion groups. Students then read the results of the conversation.



**Figure 1.** Students Doing Differentiated Learning (Group)  
Source: Research (2024)

In **Figure 1**, the teacher has implemented documentary evidence of differentiated learning by forming students into small groups and then discussing the learning together. Attached are the results of interviews with teachers and school principals regarding the methods or steps taken by educators in implementing differentiated learning.

*“Sejauh ini tentu ada, selain dari penilaian pemahaman anak terhadap materi, saya juga memiliki penilaian khusus yakni bagaimana sikap anak selama belajar. Seperti, sebesar apakah usaha yang anak dalam memecahkan masalah dalam belajarnya. Lalu, harus ada interaksi timbal balik yang terjadi antara guru dengan peserta didik sehingga guru dapat menilai dan memandang sudah sejauh mana pemahaman peserta didik terhadap materi pembelajaran”. (G, 10/12/2024).*

*“Itu semua tergantung di guru masing-masing bagaimana penilaiannya. Tapi pasti ada penilaian khusus yang dilakukan oleh guru. Untuk interaksi timbal balik adalah hal yang wajib ada dalam sebuah kegiatan pembelajaran. Kalau tidak ada interaksi timbal balik yang terjadi antara guru dan peserta didik, lalu bagaimana guru akan tau sudah sejauh mana peserta didik memahami materi pembelajaran”. (K, 10/12/24).*

From the statements of teachers and principals, it can be concluded that teachers have carried out optimal learning activities. Special assessments can help teachers understand student development in more depth. This specific assessment depends on the teacher. Teachers also have variations in student assignments and assessments. Furthermore, teachers always provide reciprocal interactions to support student development and assess student understanding.

## Reflections on Differentiated Learning

For learning to be successful, there must be a specific learning goal. To influence student learning outcomes in response to future feedback, teachers assist students in developing learning outcomes that are aligned with learning objectives. Creating different science lessons that describe plant components and their roles as teachers is one example of its application. In educational settings, teachers use a variety of teaching strategies to meet the individual needs of each student. The first step is to use educational video content to teach students about the components of the plant body and their roles. Furthermore, LKPD is distributed according to students' needs and interests. In their LKPD, people who like drawing explain the parts of plant bodies and their uses. On the other hand, kinesthetic people prefer to find small plants outdoors to use as props in their presentations. Their LKPD paper lists the parts of plants and their uses. Meanwhile, children with special needs are given LKPD to complete.

They must connect the appropriate word cards to the parts of the plant body whose functions are explained clearly. In order to explore the potential and improve student learning outcomes, the differentiation learning approach can increase students' enthusiasm and interest in learning because it meets their needs while maintaining the same goal, namely explaining the parts of the plant body and how they function through various learning processes and products. Attached are the results of teacher interviews regarding the methods or steps educators took to carry out the learning process until the closing of differentiated learning activities.

*“Selain membuka kegiatan belajar dengan berdoa bersama dan apersepsi, saya juga punya cara untuk mencairkan suasana kelas dengan mengajak peserta didik ice breaking ringan, menanyakan hal-hal kecil seperti misalnya pagi tadi sarapan apa, sehingga chemistry saya dan peserta didik menjadi mudah terbangun. Dalam kegiatan belajar, saya akan melihat dulu kebutuhan dari materinya, jika memerlukan kelompok, maka saya akan membentuk kelompok dan menjalankan pembelajaran berdiferensiasi itu”. (G, 10/12/2024).*

From the statements of teachers and school principals, it can be concluded that teachers have carried out differentiated learning activities or processes well.

## Discussion

The 2022/2023 academic year will be the beginning of the implementation of the Kurikulum Merdeka for driving schools and non-moving schools following the Decree of the Head of the Curriculum Standards and Educational Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 034/H/KR/2022 concerning Implementation of the Kurikulum Merdeka Education Unit Academic Year 2022/2023. The aim of establishing a Kurikulum Merdeka is so that the nation can ensure that student learning is in line with the curriculum. The Kurikulum Merdeka must be adapted to student needs. Learning becomes more flexible (Halimah, 2023). The Kurikulum Merdeka aims to create an independent and adaptive learning process in order to create a learning culture that is creative, non-restrictive, and student-centered (Sabriadi & Wakia, 2021). Therefore, it can be said that the Kurikulum Merdeka is a path or trajectory that will direct and guide students toward achieving previously determined goals.

The characteristics of the Kurikulum Merdeka are as follows: 1) Project-based learning is beneficial for Pancasila students who want to develop character and soft skills according to their talents. To ensure you have enough time to master basic skills like reading and math, focus on the most important knowledge. 2) The instructor's capacity to modify instruction to suit individual student needs and preferences. Differentiated learning may best achieve a Kurikulum Merdeka in this situation (Hidayati et al., 2024). The Indonesian National Education Standards state that education should be a conscious and planned effort to create a learning process and atmosphere for students who can actively develop their potential in order to achieve religious, spiritual strength, self-control, personality, intelligence, noble moral, and skills needed

by himself and society (Suwartiningsih, 2021). To meet these demands, one of the education goals in Indonesia is to create Pancasila Students. Pancasila students embody Indonesian students as lifelong learners who have global competence and behave according to Pancasila values. Six characteristics of students with the Pancasila student profile are faith, devotion to God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity. The curriculum is an essential component in the field of education.

One of the difficulties teachers face when practicing learning is the diversity of students' characteristics. The secret to the success of the learning process lies in the teacher's ability to consider the diversity of students' characteristics and interests. Class adaptation to meet students' learning needs is the differentiated learning model (Elviya & Sukartiningsih, 2023). Gaps in Students' Learning Styles Teachers use a variety of teaching strategies to meet their students' needs. Creating intelligent learning groups is not a prerequisite for diversified learning, nor does it require learning to be differentiated—Side by side with more intelligent individuals or vice versa. According to Corley's definition of differentiated learning, educators make plans that meet the unique needs of each student. Differentiated learning is needed to meet student demands (Nurhayati et al., 2024). To avoid problems or disorientation during the learning process, students adapt their learning material to their needs, interests, and abilities during class. Surveys of students are used to determine their learning needs, and academic profile indicators can be used to differentiate content depending on those needs. Tell them how you like teaching techniques in general. The method of explaining information to students is offered following the educational ideas espoused by Ki Hajar Dewantara.

The idea behind differentiated learning is that each child has a unique learning style, interests, abilities, and potential. Ideally, Learning should be student-centered, with the instructor as a guide and facilitator (Rusmiati et al., 2023). Teachers can map learning needs using diagnostic evaluation to understand their students' characteristics better. Then, based on the learning mapping findings, prepare a learning plan so that different approaches and techniques can be used to carry out learning based on the skills and needs of students in the classroom (Lim & Park, 2022). Product, process, and content differentiation are three learning strategies that form differentiated learning. Evaluation and reflection are carried out to make the learning that has been carried out successful. In theory, this kind of education allows students to grow as individuals without being limited by teachers. Ki Hajar Dewantara's "intersystem" education theory states that teachers should help their students develop according to their interests and talents.

Differentiating educational processes, these differences include various elements. First, using a multi-level activity approach allows students to maintain their uniqueness while gaining a shared understanding of the subject matter. Second, ask questions intended to motivate students to learn more about the subject matter being studied. Third, develop a customized agenda for each student by creating a to-do list based on their unique needs. Fourth, it can allow students to learn and complete projects based on their skills. Fifth, the formation of student learning styles. Differentiation is important because each student has a different potential that needs to be developed. Differentiated learning explains that differentiated learning, following Ki Hajar Dewantara's educational philosophy, refers to the concept that independent learning education involves individual initiative in diagnosing learning needs, formulating goals, identifying resources, choosing learning strategies, and evaluating learning outcomes (Cantika et al., 2022).

In classes that apply this approach, group formation is flexible, allowing students with different strengths to join together to work together. The importance of understanding that students who excel in one area do not necessarily have similar strengths in other areas is emphasized, illustrating that each student has unique abilities. Therefore, differentiated learning creates space for students to be actively involved individually and in groups, allowing them to develop according to their abilities. Differentiated learning allows this to be realized well (Friantoro, 2024). Three types of learning strategies are distinguished, namely content differentiation, process differentiation, and product differentiation. Content differentiation



involves the material or what is taught to students by considering how students' learning needs map onto students' readiness, interests, learning profiles, or a combination of the three. Process differentiation emphasizes the teacher's understanding of the student learning process in small groups and independently. Teachers decide the amount of help given to students. Students who need help and guiding questions can then be studied independently. Meanwhile, product differentiation refers to various work or performance products that must be presented to teachers in papers, books, test scores, performances, demonstrations, speeches, recordings, and charts (Negari et al., 2024).

The third stage differentiates products by grouping students according to their skills and interests. The product differentiation phase of the topic students are studying shows the extent of their understanding. The two key components of product differentiation are innovation and challenge. Students can create articles and presentations in audio, video, and recording form. The teacher sets parameters for producing these items. The teacher's role in setting student expectations is essential and crucial, including: 1) The product must present relevant information; 2) The educational process needs to be organized; 3) Your goals should determine learning indicators; 4) You must receive the expected results from the product. Various learning approaches can be used to overcome class diversity, achieve the desired learning outcomes, and base them on students' learning interests and preferences. However, implementing differentiated learning is a challenge. In addition to providing resources, teachers must be able to provide assessment tools. For example, teachers must prepare much material when implementing the content/material distinction. In addition, process and product differentiation requires multiple learning and assessment tools (Faiz et al., 2022).

Children with special needs, learning differently from typical students, can benefit significantly from differentiated learning. Although teachers have differentiated their teaching methods, "differentiation" means that learning needs to be differentiated, but this is not always the case. Educators use various learning resources to create discriminating media, including books and materials adapted to students' learning preferences with visual and auditory learning styles. The teacher usually carries out this activity during the learning process, although there are several differences. The learning process used to be consistent and universal. Currently, groups are formed based on academic records, although teachers often create different groups based on student needs. Different groups have different learning profiles. For example, one group may have three learning profiles, while another may only have one.

Teachers in educational units become leaders for themselves and their students because they are the ones who must be able to facilitate a positive learning environment. After collecting student information through surveys and interviews, teachers create learning activities with the right approach. Because each child is different and unique, it is important to use differentiated instruction to suit their individual learning needs. To achieve the highest level of security and enjoyment as individuals and members of society, Ki Hadjar Dewantara believes that education must teach children about everything in the world. Each student has a unique character or potential. The teacher's role is to guide these differences, not change them. Therefore, learning must respect individual variations and allow students to mature and develop according to their interests and skills, with teachers providing individual support.

Teaching activities are more concerned with determining students' interests, skills, and capacities and providing the necessary assistance without compromising their desires because the existence of a learning process requires interaction and utilization of various existing resources, both internal and external potential, to achieve specific learning goals, the learning process is the main activity in the educational environment. During the learning process, the instructor facilitates study groups. Students are the center of learning, and teachers primarily act as mentors for a small group of students. After that, the instructor moves on to other small groups and provides suggestions and modifications considering the challenges. Differentiated learning is the result of various processes, and it produces various final results. Therefore,

due to the many different products, assessment must be carried out in various ways that meet previous learning records and use assessment standards (Nurhayati et al., 2024).

Learning has provided opportunities for children to learn according to their talents so that students feel happy and enthusiastic during the learning process. This assertion is consistent with observational findings showing that children become more eager to learn because their education is tailored to their interests and readiness. Student learning outcomes provide evidence of other beneficial impacts. Learning outcomes are individual skills in following a specific learning process. Learning outcomes are competencies or skills students obtain after completing learning activities created and implemented by teachers in certain schools and classes. Education in Indonesia seeks to create classroom learning conditions to maximize all students' potential. This strategy is then implemented in the Kurikulum Merdeka in each educational unit and is called differentiated learning. Differentiated learning is a teacher's effort to meet the individual learning needs of each student. Differentiated learning was chosen because it can be used in classes with various student interests and talents (Sukmawati, 2022).

Differentiated learning is a combined effort that focuses on students' needs, starting from learning needs, learning profiles, interests, and talents (Aprima & Sari, 2022). Some previous research regarding differentiated learning is the application of differentiated learning to improve student learning outcomes in science subjects (Suwartiningsih, 2021). Then, differentiated learning strategies are used to meet the learning needs of students in elementary schools. Next, differentiated learning and its relation to mathematics learning are discussed (Sudiara, 2022). Finally, diagnostic assessments determine student style profiles in differentiated learning in elementary schools (Yani et al., 2023). Several previous studies have not been able to connect differentiated learning, especially for the differentiation of student learning profiles with learning spatial material in elementary schools. The student's learning profile is related to learning style preferences divided into 3: visual, auditory, and kinesthetic.

## **CONCLUSION**

The differentiation-based learning program in class IV of SDN 28 Bathin Solapan, Bengkalis Regency, is implemented by teachers based on the results of diagnostic learning style tests. Specifically divided into three groups, namely auditory, visual, and mobilization, and presented through three stages: 1) content-based learning, namely the teacher bases content-based learning on objects of student entertainment; 2) Procedure-based learning, namely the teacher provides learning material based on student interests. Teachers provide many types of learning materials and analysis, the same goals and materials, but use different methods to achieve them, as perceived by students; and 3) product differentiation, where the instructor allows students to use their creativity as long as it is still relevant to the subject. In this case, students will create different items and procedures, but the result will be the same. Additionally, the principal is responsible for encouraging and facilitating instructors' use of various learning modalities. Differentiated teaching benefits both teachers and students. In this case, the fact that students can receive instruction based on their interests satisfies teachers and students because every child is different and unique. It is important to adopt differentiated learning to suit their learning needs. Therefore, knowing the needs of each student in the learning process will help teachers develop entertaining and efficient learning activities. Therefore, the ideal assessment technique is the one that best suits each student's preferred learning style and intellectual interests. Through differentiated learning, student learning outcomes can automatically be improved, and their potential can be explored.

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