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IMPLEMENTATION OF DIFFERENTIATED LEARNING ON CULTURAL ARTS SUBJECTS IN SENIOR HIGH SCHOOL

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Abstract: *This study aims to identify the implementation of differentiated learning in cultural arts subjects at SMAN 2 Kalianda, a high school located in a coastal area with diverse socio-economic and cultural backgrounds. Employing a qualitative research design, data collected through observation, interviews, and documentation. Data analysis followed Miles and Huberman's interactive model, encompassing reduction, display, and conclusion stages. The findings reveal that differentiated learning is implemented through a structured four-step process. First, teachers map students' learning needs by assessing their readiness, learning styles, and interests. Second, they design learning strategies, incorporating the peer tutor method. Third, teachers execute the planned differentiated learning using approaches that emphasize content, process, and product differentiation. Finally, teachers evaluate and reflect on the learning process to measure the achievement of learning objectives. The results demonstrate that differentiated learning effectively addresses the diverse needs of students at SMAN 2 Kalianda. Notably, students with indigenous cultural backgrounds exhibit increased motivation to engage with the material. This is reflected in the successful application of differentiated content, processes, and products, which cater to varied learner characteristics. Students expressed satisfaction with the personalized attention and facilitation of their unique learning needs, contributing to an enriched educational experience. This study underscores the importance of differentiated learning in fostering inclusivity and motivation among students in culturally and economically diverse settings. It provides practical insights into the effective implementation of differentiated learning strategies and their positive impact on student outcomes.*

Keywords: *coastal areas, cultural arts, differentiated learning, implementation.*

1. INTRODUCTION

Each individual learner has different characteristics, learning styles, interests, talents, and motivation. The results showed that the learning styles of students were 47% visual, 31% auditory, and 21% kinesthetic. (Himmah & Nugraheni, 2023). In addition to learning styles, student interest and motivation can also be influenced by several factors, both from external factors, namely the school environment, living environment, family environment, and internal factors from within the students themselves. This condition is a challenge for teachers, the importance of teachers implementing differentiated learning strategies to facilitate students to meet their learning needs. Based on the results of the literature analysis, differentiated learning has been applied at the secondary school level, differentiated learning can improve student learning outcomes, can be applied in all subjects by accommodating student learning needs, the instruments used are more dominant to measure student learning outcomes. (Safarati & Zuhra, 2022).

This research wants to analyze how the implementation of differentiated learning in schools located in coastal areas, whether it



has a good impact on the quality of learning and can really improve students' learning outcomes. This research was conducted at SMAN 2 Kalianda, South Lampung. Geographically, the school is located near the coastal area, based on the data obtained that the living environment and parents' livelihood of the students are very diverse. Some work as farmers, fishermen, some work as civil servants and the private sector. (Kurniawan & Wustqa, 2014; Rejeki, n.d.; Samrin, 2020). This research will also analyze whether the quality of learning activities and students' learning outcomes are also influenced by the community's socio-cultural environment.

This becomes interesting, when differentiated learning is implemented in schools with a geographical background in coastal areas, economically, socially and culturally the community is certainly very diverse, as well as the learning interests and learning styles of students.

The majority of students who study at SMAN 2 Kalianda are Lampung natives and migrants, culturally have differences. Based on the characteristics, different cultural backgrounds, the implementation of learning in the classroom must still create a pleasant atmosphere, create a comfortable learning atmosphere for students and hopefully all students can receive learning materials so that learning objectives are achieved. Before starting the lesson, an initial assessment needs to be carried out by the teacher to identify the condition of the learners and their understanding of the learning material. (Setiawan et al., 2023).

This research is very important to analyze how teachers implement differentiated learning, especially schools located in coastal areas with different economic, socio-cultural backgrounds, whether the implementation of differentiated learning can answer the learning needs of students. This research will also describe the socio-cultural conditions of the community to find out about the background of socio-cultural conditions which is one of the factors of the learner's learning environment.

The learning needs of students certainly have differences from one another, as an educator must be able to overcome these problems both in theory and practice. This study also aims to determine the roles and responsibilities of teachers in carrying out good practices in conducting initial diagnosis, designing lesson plans (RPP) with differentiated use of methods, learning strategies and evaluating learning outcomes. The novelty of this research focuses on the implementation of the independent curriculum through a differentiated learning approach for cultural arts materials in schools located in coastal areas by utilizing diagnostic assessment data. The novelty of this research is a special approach that has not been studied much before. The gap in differentiated learning in coastal schools has not yet been discussed using diagnostic assessment data for the implementation of differentiated learning in cultural arts.

2. METHOD

This research is qualitative research. Describe and describe the phenomena that exist around with as much clarity and detail as possible. (Creswell, 2009). The subjects in this study were cultural arts teachers and grade XI students with purposive sampling, namely the sample was selected based on the research objectives. The sample in this study were students of class XI.10 which amounted to 33 people

consisting of 26 female students and 7 students. Data collection techniques were carried out through observation, interviews, and document studies. Learning implementation observation document is used to assess the implementation of differentiated learning implementation. This document at the end of the lesson was filled in by the supervisor and researcher, in the form of a Likert Scale with answer options on a scale of 1 to 4. Interviews with open-ended questions were also conducted with teachers about the preparation, implementation and evaluation stages of differentiated learning. All interview results were transcribed and then analyzed, the next stage to measure the validity and reliability of the data was data triangulation. The data analysis stage used Miles and Huberman's interactive data analysis (Miles et al., 2014).

3. RESULTS AND DISCUSSION

RESEARCH IMPLEMENTATION RESULTS

This research was conducted in cultural arts subjects in class XI, the material presented by the teacher at that time was musical art material, playing gamelan peking musical instruments followed by the material to sing the compulsory song Mengheningkan Cipta. Gamelan peking is one of the musical instruments made of bamboo from Lampung. In the implementation of differentiated learning, teachers must use PBL and Pjbl models, the selection of this learning model is to determine a learning strategy whose main focus is to pay attention to the strengths of each learner, and make it an asset to determine the best learning method that can support and provide appropriate learning opportunities for each learner.

In addition, differentiated learning is also closely related to recognizing self-worth to the cultivation of positive culture, because differentiated learning not only maximizes the potential of learners, but also provides maximum opportunities for each learner to learn various important values in life, which will contribute to their development holistically. These values include: the beauty of differences; mutual respect; the new meaning of success; self-empowerment; equal opportunities; freedom of learning and many other important values. Furthermore, the implementation of differentiated learning can build learning independence, commitment to achieving learning goals and foster the habit of reflection to create spaces for reflection for learners and teachers. Differentiated learning is a series of commonsense decisions made by teachers that are oriented towards the needs of learners. This means that the decisions made in differentiated learning should be rooted in the fulfillment of learners' learning needs and how teachers respond to these learning needs. According to Tomlison (Santangelo & Tomlinson, 2012) differentiated learning is any effort to adjust the learning process in the classroom to meet the learning needs of learners. Furthermore, Tomlison also explains the needs of learners which are classified into three aspects, namely: 1) Learning readiness, which is the readiness of learners to receive information about the availability of knowledge and mastery of learner skills in accordance with the new knowledge and skills to be taught. This information is used to map the needs of learners, with the aim of shaping the level of difficulty of the material presented. 2) Interest is a state of mind that produces a purposeful response to a particular situation or object that

is pleasant and satisfying. Enthusiasm is the drive within learners to actively participate in learning. 3) Learning profile refers to how learners learn.

The implementation of differentiated learning conducted by cultural arts teachers at SMAN 2 Kalianda is done through several stages, namely: learning preparation stage, implementation stage, and evaluation stage. The learning preparation stage begins with the first step of the teacher identifying students' learning needs comprehensively, conducting needs mapping to determine the differentiated learning strategy that will be planned and implemented through diagnostics. From the diagnostic assessment data conducted, the results obtained that students who have visual, auditory, and kinesthetic learning styles can be seen from the table below.

Table 1. Diagnostic assessment data

Types of diagnostic assessments	Data obtained	Category	Results
Non-Cognitive	Learning style	visual	9
		auditory	14
		kinesthetic	14
	Specialization	Dance art	7
		Fine art	4
		Art music	17
			7

Based on the diagnostic assessment that the teacher has conducted based on the data above, it can be seen that students are more comfortable with kinesthetic and auditory learning styles compared to visual learning styles, this is also in accordance with the results of the assessment of students' interests who choose music and dance more than other arts. This indicates that there is a match between learning styles and students' learning interests.

After getting the results of identifying the needs of learners through assessments conducted by teachers, teachers respond to these learning needs by preparing appropriate learning methods, then designing how the learning is carried out and evaluated. The step of determining learning methods is carried out based on what will be applied whether it is content-differentiated learning, process-differentiated learning, or product/outcome-differentiated learning, it can even be learning environment-differentiated learning and learning evaluation-differentiated learning or a combination of them. Of course, it will be adjusted between the results of the needs mapping and the learning objectives to determine the most appropriate differentiated learning method, so that students will show good performance in accordance with the expected learning outcomes.

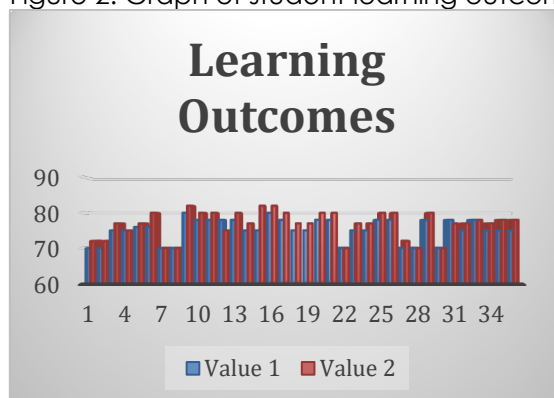
The results of the teacher's identification of the needs of students are that the teacher observes and records the abilities and characteristics of each student in each class. For example in class XI, which is a class that has entered the majoring class. At SMAN 2 Kalinda

there are 11 rombel for XI. From each of these rombel has different characteristics and abilities of students, such as class XI.10 with XI.9 in terms of economics, socio-culture, and the ability of students is very different. Class XI.10 has more ability than class XI.9. Class XI.10 has more ability than class XI.9, which is faster to accept the material given only with verbal commands, while class XI.9 must be explained first and written using whiteboard media.

The learning strategy chosen by the teacher is for class XI.10 the teacher uses the peer tutor method, students who are considered capable are asked to help the teacher teach their friends who have not been able to master the material. While for class XI.9 the teacher uses the direct mentoring method, namely approaching students one by one, being noticed and taught one by one. The teacher must understand and follow what they like, focus one by one guiding students, after success the teacher asks students to study with other students. As a result of this learning method, students can receive the material given by the teacher quickly.

The implementation of differentiated learning is closely related to learning independence. (Hamzar, 2023)Both have the same direction and purpose. In differentiated learning, children are seen as unique and different individuals, as well as in independent learning. Both pay great attention to the needs of children. The teacher's preparation in deciding the learning strategy to be applied all departs from the results of the identification of the profile and needs of the learners so that they can be fully involved during the learning process with a feeling of freedom and happiness. Student-centered assessment will increase their involvement in the learning process. (Marlina et al., n.d.). Based on this opinion, during the implementation of differentiated learning, cultural arts teachers at SMAN 2 Kalianda apply 3 (three) approaches, namely content, process, and product approaches. The students' learning outcomes can be seen in the graph below.

Figure 2. Graph of student learning outcomes.



Based on the results of the identification of problems that the teacher has made, namely the low ability of students to memorize national compulsory songs, understand song scores and read notes, and there are still some students who cannot sing compulsory songs during ceremonies. The teacher determines the cultural arts material, namely singing the national compulsory song, the song of silence. In

the previous material, the teacher taught students to play gamolan musical instruments, which are musical instruments made of bamboo, the technique of playing musical instruments by beating. This musical instrument is a musical instrument originating from Lampung. So materially in learning cultural arts music material, in addition to implementing local wisdom-based content, teachers also always pay attention to the needs of students, backgrounds, and characteristics of each student in the class.

Implementation of Differentiated Learning Process

In this activity the teacher explains the material based on the learning interests of the learners, at the beginning of the lesson the teacher and the learners sing the song of silence together, then sing it independently without being followed by the teacher. At this stage learners begin to concentrate on memorizing the song and focus on following the rhythm of the song. Learners begin to feel comfortable, then the teacher asks students to sing the song using notation numbers, to make it easier for the teacher to assess students who have not mastered the song, the teacher divides students into 5 groups based on seating in rows, group one sings the first verse, group two sings both, so on until the last verse is sung together. In this process, the teacher began to analyze from each group member who could not sing the song. On average, they are less precise in singing the song following the scales. The teacher applies the drill method, where students are asked to sing the lyrics that are considered difficult together and repeatedly. After the students return to sing the song according to their respective groups in unison. The teacher asks the learners, who has not been able to sing the song, to become a group and learn independently. After everyone can, all learners sing the song together.



Figure 1: Learners sing a song together as a group.

Application of Product Differentiated Learning

In the final stage of teaching, the teacher applies product differentiated learning where students are given the freedom to practice playing gamolan musical instruments and singing songs of silence. Students can practice directly, or upload their practice videos on social media.

At the implementation stage of product differentiated learning, the majority of learners choose presentations over making videos and uploading them on social media or sending links to teachers. Based on the results of interviews with several learners, according to them, making presentations is easier and faster than making videos that take

a long time because they have to do the editing process several times and the results are not necessarily good.



Outcome or product of differentiated learning the material of singing a song of silence.

In this activity, the product of cultural arts learning material singing the mandatory song of silence, students can sing songs with their respective groups and present in front of the class. Before singing the teacher gives reinforcement to students and guides them. Differentiated learning that has been carried out by the teacher, shows satisfactory results. Learners who initially could not sing the song became able, the teacher's strategy used by the teacher was successful, the teacher used the peer tutor method to help students who still had less ability to practice with their friends. Learners feel more involved in learning, seen from their enthusiasm when presenting in front, learning activeness is increasing from the implementation of content and process differentiated learning. (Susanti et al., 2023) Learners are free to express their potential according to their interests (Marlina et al., n.d.).

The next step that the teacher does at the end of the lesson the teacher asks students to make a journal by asking questions then students write their answers, the questions the teacher asks are about the learning experience of students, on the material that has been learned, as well as describing the difficulties and obstacles faced when learning it. At the end of the lesson the teacher reinforces the material and concludes the results of the material that has been learned with students, and reflects on the results of learning activities.

4. CONCLUSION

The findings of the research on the implementation of differentiated learning implemented at SMAN 2 Kalianda is very appropriate for students whose school is located in the coastal area or in the district. Differentiated learning gives positive impact for teachers and students. Teachers become aware of the needs of learners based on mapping in terms of economic conditions, socio-culture, teachers specifically know more closely the characteristics of each learner. The implementation of differentiated learning that has been carried out by teachers runs in a structured manner and shows optimal results. Starting from mapping the learning needs and learning readiness of students, teachers conduct an initial diagnosis and determine the peer tutor method as the right method.

In the learning process, students who have difficulty receiving material are handled directly by the teacher by means of a personal approach, while students who are considered capable teach students who are not able to learn the material. At the end of the lesson, the teacher involves students to make a reflection journal according to the wishes of the students, the results are very diverse and creative according to the tastes of the students. The results of the journal show the creativity of students in pouring what is in their minds in the form of varied writings and drawings.

Based on the results of the analysis above, it can be concluded that through differentiated learning, students' needs can be met optimally, learning objectives are achieved, learning is more fun, creating a safe and comfortable atmosphere for students because they feel cared for, students' creativity and learning outcomes are explored and improved.

AUTHOR CONTRIBUTIONS

In this research, Fitri Daryanti contributed as data collector, analyst and writer. Susi Wendhaningsih and Lora Gustia Ningsih contributed as data analyst and writer.

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