European Journal of Humanities and Educational Advancements (EJHEA)
Available Online at: https://www.scholarzest.com
Vol. 4 No.8, August 2023
ISSN: 2660-5589

APPLICATION OF DIFFERENTIATED LEARNING STRATEGIES TO THE LEARNING OUTCOMES OF PUBLIC JUNIOR HIGH SCHOOL STUDENTS IN YENDIDORI DISTRICT, PAPUA PROVINCE

Yeni Farida
Heldy V. Alam
Radiah Hafid
Zainal A. Umar
Abdurrahman Pakaya
Postgraduate Program of Gorontalo State University
yenifarida@gmail.com

Article history:
Received: June 4th 2023
Accepted: July 4th 2023
Published: August 3rd 2023

Abstract:
This study is entitled "The Effect of the Application of Differentiated Learning Strategies on the Learning Outcomes of Public Junior High School Students in Yendidori District, Papua Province". This study aims to determine the Effect of the Application of Differentiated Learning Strategies on the Learning Outcomes of State Junior High School Students in Yendidori District, Papua Province. In this study using a one-group design form pre-experimental design one-group pre-test-post test design. The research sample was 34 students as subjects with data collection techniques through interviews, tests and observations. Data analysis techniques use tests of normality and homogeneity of vaians. The results showed that the average score obtained after treatment by applying differentiated learning strategies was higher when compared to before treatment by not applying differentiated learning strategies. This difference is due to the fact that by applying the furniture strategy.

Keywords: Strategy, Differentiated Learning and Student Learning Outcomes

INTRODUCTION

Assessment of learning outcomes has its own purpose in learning. According to Sudjana (Haryanto, 2022: 31) The purpose of assessing learning outcomes is to find out about the success of the educational process and also teaching in schools, namely how far it is effective in changing a behavior in students towards the expected educational goals. In Riadi (2017: 53) To improve the quality and quantity of teaching and learning activities carried out by teachers, a teacher must have and master the planning of teaching and learning activities, carry out planned activities and assess the results of the teaching and learning process.

According to Gunardi (2022: 181), teachers play a very important role in learning outcomes. The quality of teachers in the classroom can affect how we learn and how our interests are built in the classroom. To find out the progress to where the results have been achieved by someone in learning, an evaluation must be carried out. To determine the progress achieved, there must be criteria (benchmarks) that refer to predetermined goals so that it can be known how much influence teaching and learning strategies have on student learning success.

In social studies learning as a social science is a field of study that is a fusion or combination of a number of social sciences in the form of Economics, History, Geography and Sociology so that a teacher needs to carry out learning strategies so that students have an attraction to follow learning. However, the current reality of social studies learning is still contrary to ideal learning conditions. Because there are still many social studies teachers who deliver learning conceptually and are dominated by lecture methods, learning that still focuses on curriculum demands and is followed by all students who have different talents, interests and potentials. This causes students to be bored and interest in social studies subjects decreases. .

Based on a preliminary survey of interviews with several social studies subject teachers at SMP Negeri Se-Kecamatan Yendidori, it was concluded that "in overcoming learning problems, teachers have creatively chosen methods, media, and made learning materials, as well as designed learning that activates students more, but changes in improving learning outcomes mostly do not reach KKM". Data and information obtained by researchers, where student learning outcomes for social studies subjects for the 2022/2023 school year have decreased and many even do not reach KKM, which is 70. In handling the problem of grades obtained by students under KKM, teachers conduct remedial until the students concerned meet the grades in accordance with the predetermined KKM.

Table 1.1 Results of the Final Assessment of Odd Semester Class VII Social Studies Subjects in Yendidori Sub-District for the 2022/2023 Academic Year

No	School Name	Number of Class VII Students	Complete	Incomplete
1	SMP Negeri 1 Yendidori	37	21	16
2	SMP Negeri 2 Yendidori	27	15	12
3	SMP Negeri 3 Yendidori	43	22	21
4	SMP Negeri 4 Yendidori	34	23	11
Jumlah siswa		**141**	**81**	**60**
Persentase			**58,45 %**	**42,55 %**

Based on table 1.1 above, it can be seen that the average completion percentage is only 58.45% and the percentage of incomplete students reaches 42.55%. Researchers have conducted interviews with 20 (twenty) incomplete students in grade VII of SMP Negeri Se-Kecamatan Yendidori it was concluded that the problems they face in social studies learning are that students have not developed fully, they have not received learning in accordance with their character, learning cannot be accommodated by students, there is a gap between children who have abilities above and children who have abilities below average. They want there to be separate treatment applied to students who have differences in terms of interests, talents, and knowledge abilities in the learning process as well as when assessing learning outcomes. Ideally, what students expect is a diversely designed teaching system that accommodates all the abilities of students who can later improve their abilities.".

Differentiated learning is a very important way of thinking about the teaching and learning process in the 21st century. Differentiated learning is nothing new in education. The Ministry of Education and Culture, Research and Technology has rolled out an independent learning policy as a philosophy of the learning method that has been carried out so far. Long ago, even before this country became independent, Ki Hadjar Dewantara (KHD) had echoed a concept of education that liberated and gave freedom to students. The concept of "Merdeka" does not mean that students are given the greatest freedom and pleasure in them but seen from the essence of the word merdeka itself. For this reason, teachers as haarus educators are able to facilitate the principle of freedom in students both in learning inside and outside the classroom.

Concern for students in paying attention to student strengths and needs becomes the focus of attention in differentiated learning. In addition, differentiated learning is also a learning profile that accommodates student learning needs. Differentiated learning requires that educators devote attention and provide action to meet students' specific needs so as to allow teachers to see learning from multiple perspectives.

According to Lesmiyati, the application of teacher differentiated learning must have a strategy, namely: content differentiation, process differentiation and product differentiation (Priyono et al, 2022: 34). First, content differentiation is a strategy to differentiate the organization and format of content delivery, in this case related to material knowledge, concepts and skills. In designing the content given to students, teachers must be able to distinguish students at levels or levels who are still thinking concretely or are able to think abstractly. Thus students can be directed to choose learning according to their learning style. whether visual learning style, audio learning style or kinesthetic learning style. Second, the type of process differentiation learning is a strategy carried out during the learning process by distinguishing the process undertaken by students that allows them to understand the material provided. For example, a teacher gives a variety of tiered questions and a variation of time.

Theoretical Studies

1) Student Learning Outcomes

According to Rusman (2017: 129) learning outcomes are a number of experiences obtained by students covering cognitive, affective, and psychomotor domains. Learning is not only mastery of subject theory concepts, but also mastery of habits, perceptions, pleasures, interests-talents, social adjustments, types of skills, ideals, desires, and expectations. This is in line with the opinion of Hamalik (2002: 45) who states that "Learning outcomes can be seen from changes in perception and behavior, including behavioral improvement". For example, the satisfaction of community and personal needs as a whole. Learning is a complex process, and changes in behavior during the learning process are observed in changes in student behavior after assessment. The teacher must be able to observe, the occurrence of changes in behavior after assessment. The benchmark for student success is usually in the form of grades obtained. That grade is obtained after the student does.

Meanwhile, according to Zaenal Arifin (in Ardiansyah, 2016: 255), learning outcomes are a picture of what students must achieve, understand and do. These learning outcomes consider breadth, complexity, depth and must be clearly demonstrated and can be measured by certain assessment techniques. Learning outcomes can also be said to be the acquisition of habits, knowledge, attitudes and experiences experienced.

2) Factors Influencing Learning Outcomes

The learning outcomes achieved by students in the learning process cannot be separated from the factors that can influence it. Factors that affect learning outcomes according to Munadi (Bunyamin, 2021: 114) include internal factors and external factors, namely: a) Physiological Factors; In general, physiological conditions, such as excellent

health conditions, not in a state of fatigue, not in a state of physical disability, and so on. These things can affect students in receiving course material. b) Psychological Factors. Each individual in this case students basically have different psychological conditions, of course, this also affects their learning outcomes. Some psychological factors, including intelligence (IQ), attention, interest, talent, motive, motivation, cognitive, and reasoning power of students. While on external aspects such as a) Environmental factors can affect learning outcomes. These environmental factors include the physical environment and the social environment. The natural environment for example suh.

À partir des facteurs qui peuvent affecter les activités d'apprentissage ci-dessus, on peut conclure que l'apprentissage est un processus assez complexe. Un enseignant doit bien comprendre ces conditions afin que les facteurs qui perturbent le rendement des élèves puissent être minimisés ou du moins encore contrôlés. Les activités d'apprentissage individuelles ne sont pas toujours rentables. Parfois, il est également fluide, parfois il est facile de saisir ce qui est appris, parfois il est difficile de digérer le sujet. Dans les situations où les élèves peuvent apprendre dans les conditions qu'ils devraient, cela s'appelle apprendre.

3) Differentiated Learning Strategies

Learning strategy can be interpreted as planning that contains a series of activities designed to achieve educational goals. Kemp (1995) defines a learning strategy as a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. Moedjiono (1993) explained that learning strategies are teacher activities to think about and strive for consistency between aspects of the components that make up the learning system, for which teachers use certain strategies. Meanwhile, according to J.R. David (1976), a learning strategy is a plan that contains a series of activities designed to achieve certain educational goals (Bunyamin, 2021: 151).

Meanwhile, Dick & Carey (in Ramdhani & Subakti, 2022: 6) describe that learning strategies are design as a system and learning as a systematic process. This approach always refers to the overall steps in competency development. Furthermore, Dick & Carey suggest that there are three components in the learning strategy, namely: 1) Initial or preliminary activities in learning; 2) Submission of material or information; 3) Student Engagement; and 4) Evaluation of learning.

According to Suyadi (in Novita, 2019: 72) strategy in the context of education can be interpreted by planning what we will do or a series of what we will achieve that leads to educational goals. Learning strategies are used by educators to achieve learning objectives effectively and efficiently.

The concept of differentiated learning is one of the efforts of how educators empower students to explore all their potential. Tomlinson and Edison (in Bayumi et al, 2021: 15) stated that differentiated learning at the school level as learning that proactively involves students during the process, and views classes that unite various readiness, interests and talents of students.

Differentiated learning is a way or effort made by teachers to meet the needs and expectations of students. This is in line with Tomlinson's opinion (Wahyuni, 2022: 119) that differentiated learning is an effort to adjust the learning process in the classroom to meet the individual learning needs of each student. However, differentiated learning does not mean that teachers have to teach in 32 (thirty-two) different ways to teach 32 (thirty-two) students. Nor does it mean that teachers have to increase the number of questions for students who work faster than others. In differentiation learning teachers must have innovation in choosing learning methods, models and strategies so that students are more motivated in following the learning process, so that in an effort to improve the quality of learning in the classroom, the role of the teacher is very important in determining the success of a learning. Meanwhile, according to Ambarita (2023:19), learning.

In LMS Module 2.1 Driving Teacher Education (2020), differentiated learning is a series of common-sense decisions made by teachers that are oriented to student needs. The decisions made are related to: 1) How they create a learning environment that "invites" students to study and work hard to achieve high learning goals. Then also make sure every student in her class knows that there will always be support for them throughout the process. 2) How the teacher responds or responds to the learning needs of his or her students. How he will adjust the lesson plan to meet the learning needs of the student. For example, does he need to use different sources, different means, and different assignments and assessments. 3) Effective classroom management. How teachers create procedures, routines, methods that allow flexibility. But also a clear structure, such.

Thus, differentiated learning is learning that is made based on student needs and aims to help students succeed in learning that allows each student to choose what they want to learn, how to learn, to what learning products will be produced in the learning process". So that the differentiated learning strategy is "A series of actions or planning in learning by looking at the readiness to learn, interests and learning profiles of students so as to accommodate the diverse learning needs of students to achieve learning objectives".

4) Components of Differentiated Learning

According to Lesmiyati, the application of teacher differentiated learning must have strategies, namely: content differentiation, process differentiation and product differentiation (Priyono et al, 2022: 34). Meanwhile, according to Marlina (2019: 11) differentiated learning includes 1) content differentiation; 2) process differentiation; and 3) product differentiation. 1) Content differentiation is a strategy to distinguish the organization and format of content delivery, in this case related to material knowledge, concepts and skills.in designing content given to students teachers must be able to distinguish students at levels or levels who are still thinking concretely or are able to think

abstractly. Thus students can be directed to choose learning according to their learning style, whether visual learning style, audio learning style or kinesthetic learning style. This content differentiation includes learning readiness, student interests, and student learning profiles.

Learning readiness mapping has several perspectives that can be used as indicators. Teachers have an important role in exploring student interests, in order to support the achievement of meaningful learning. (Handiyani, 2022: 5818) explained that teachers should be able to explore motivation in students and maximize so that students have the desire and enthusiasm to learn well. Teachers make learning needs mapping based on learning profile indicators that can provide opportunities for students to convey the desired method in learning. In this mapping, teachers get student learning profile data through residence, culture, and learning style.

According to (Faiz, 2022: 2850) process differentiation includes: a) Tiered activities, meaning that at this stage students are ensured to build the same understanding in the material studied, but still support the existing differences; b) Provide guiding questions as a trigger for students in exploring the material being studied. c) Create an individual agenda of students, such as making notes of task lists that include student work according to their needs; d) Facilitate the duration of time for students at the completion of assignments, in this section teachers need to pay attention to students who need to be given additional time in doing assignments according to their abilities; e) Develop visual, kinesthetic and auditory learning styles; and f) Classify groups according to learners' abilities and interests.

At this stage of process differentiation the teacher creates groups based on indicators of speaking, reading and writing skills. These indicators are used to collaborate on student interests. The collaboration carried out by the teacher is to create a group consisting of students who have the ability to speak, read and write. The group aims to make students cooperate with each other in the learning process. This is reinforced by (Alhafiz, 2019: 14) that group formation in differentiated learning tends to be flexible, students who have strengths in certain fields will join and cooperate with other friends. 3) Product Differentiation, at the product differentiation stage this is a form of student understanding of a material shown to the teacher. Learning products allow teachers to assess students' abilities and also as determinants for subsequent learning. As for the types of products produced vary greatly. However, teachers really need to provide clear indicators to students to make a product. Although teacher products provide freedom in making products according to their interests and learning needs. The role of the teacher is very important in determining student expectations including: a) Determining the indicators of work to be achieved; b) In the product the content must appear; c) Plan the teaching process; d) Designing the expected output of the product.

Research Methods and Design

Research methods are procedures and work steps used in research activities regularly and systematically, starting from the planning stage, data collection, data processing to the stage of making conclusions (Sutedi, 2009: 53). The method used in this study is the experimental method, the definition of the experimental method is as stated by Sugiyono (2018: 72) "experimental research methods as quantitative research methods have their own characteristics, especially with the control group". By using experimental design, variables can be selected and other variables can affect the experimental process which can be strictly controlled. According to Sugiyono (2018: 73) there are several forms of experimental research designs that can be used in a research, namely: Pre-Experimental Design, True Experimental Design, Factorial Design, and Quasi Experimental Design". As for the type of research design ex."

Dans cette étude en utilisant un plan d'un groupe. Il existe plusieurs types de conception préexpérimentale, à savoir: étude de cas one-shot, conception prétest-posttest en un groupe et comparaison en groupe intact (Sugiyono, 2018: 74). Et le plan de recherche utilisé dans cette étude est un plan de pré-test post-test à un groupe. Dans cette étude, les étudiants en tant que sujets ont reçu une mesure du test initial (pré-test) dans le but de déterminer le niveau de maîtrise du matériel de l'étudiant avant le traitement (traitement), après avoir reçu un traitement (traitement), les étudiants ont reçu des mesures supplémentaires sous la forme d'un test final (post-test) pour mesurer le niveau de maîtrise du matériel de l'étudiant après avoir reçu le traitement (traitement).

Research Results

This study was conducted using the One-Group Pretest-Posttest Design, namely there is an initial test (pre-test) to determine the initial state, after which a final test (post-test) is given to determine the effect of the application of differentiated learning strategies on student learning outcomes after treatment or treatment.

Validity test is a test to show the extent to which measuring instruments are able to measure what they want to measure, validity tests aim to test the validity of a test item to be tested. Test question items used on the Post-test learning outcomes instrument, the test questions consist of 6 essay questions. The results of the data had 34 respondents. To test the validity of the test questions in this study, researchers used the product moment correlation method, which is an instrument said to be valid if r calculate > r table.

The rtabel value in this study is according to the number of 34 students with the rtabel code = 0.339. So the instrument is said to be valid when the rcalculate > 0.339. The calculation is assisted by the SPSS program version 20.00, and must meet several criteria, including validity and reliability. Based on the results of the validation of the test questions above, it is known that the calculation number for question number 1 is 0.813, question number 2 is 0.761,

question number 3 is 0.793, question number 4 is 0.655, question number 5 is 0.675, and question number 6 is 0.406. The results show that questions number 1 to 6 are all valid because the calculated value is greater than 0.339.

This test is used to determine the reliability of the instrument. To test the validity of the test questions in this study, researchers use the Alpha Cronbach method with the criteria of a research instrument said to be reliable if the reliability coefficient is more than 0.6. The calculation is also assisted by the calculation of the SPSS program version 20.00.

The reliability results of the results are presented in the following table.

Table 4.3 Question Reliability Results

Reliability Statistics

Cronbach's Alpha	N of Items
,779	6

Sumber: Data diolah dengan SPSS, 2023

Based on the results of the reliability test above, it is known that the Conbach Alpha number is 0.779. Therefore, it can be concluded that the research instruments used to measure service variables can be said to be reliable or reliable.

Data Normality Test

Le test de normalité dans cette étude a été utilisé comme condition préalable au test t. Les données utilisées pour le test t doivent être distribuées normalement afin que le test t ne puisse pas continuer. Le test de normalité utilisé dans cette étude était le test liliefors. Les critères utilisés lorsque H0 est accepté sont Lcalculate < Ltabel. Dans cette étude, les données recueillies étaient sous forme de données pré-test et post-test des étudiants. Données utilisées dans le test de normalité.

The results of the liliefors test on pretest and posttest data can be presented in the following table:

Table 4.6 Pre-test and Post-test Data Normality Test Results

Hasil Belajar Siswa	Rata-Rata	Std. Deviasi	L_{hitung}	L_{tabel}
Pre-test	74,26	11,02	0,578	0,886
Post-test	84,26	7,89	0,758	0,886

Source: Data processed with Exel, 2023

Based on the calculation of the normality test of pre-test data obtained Lcalculate = 0.578 with = 0.05 obtained Ltabel (34) = 0.886, then Ho is accepted because Lcalculate = 0.578 < Ltabel = 0.886. This means that the pre-test data comes from a normally distributed population. As for post-test data, Ho is also accepted because Lcalculate = 00.758 < Ltabel = 0.886. Thus it can be concluded that the pre-test and post-test data come from a normally distributed population.

To analyze learning outcome data is carried out using statistical analysis using the Paired T-Test formula (Paired Sample T-Test). The calculation results of the Paired sample t test hypothesis test of the experimental class using the SPSS program version 20.00 are as follows:

Table 4.8 Paired Sample t Test Results

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Preetest - Posttest	-10,000	7,071	1,213	-12,467	-7,533	-8,246	33	,000

Source: Data processed with SPSS, 2023

Based on the results of the table analysis above, it is known that there is an average difference between pre-test and post-test of – 10,000. The calculated value was obtained at 8.246 > ttable (34-1=33) = 1.692 and the sig value. (2-tailed) of 0.000 < 0.05. So it can be concluded that there is a significant influence on the application of differentiated learning strategies on student learning outcomes in pre-test and post-test data.

DISCUSSION

The purpose of this research is to determine the effect of the application of differentiated learning strategies on the learning outcomes of State Junior High School Students in Yendidori District, Papua Province. As stated in chapter III that this study contains two variables, namely variable X1 (pre-test) by not applying differentiated learning strategies and variable X2 (post-test) by applying differentiated learning strategies.

Before collecting data for the purposes mentioned above, first prepare an instrument that will be used as a data collection tool, namely a test sheet that will be used to see student learning results in social studies subjects. The test instrument is tested and validated with the aim of whether the test is valid and suitable for use. After conducting

validation testing using the product moment and reliability formula, it was proven that the question was valid and reliable.

Based on the results of the study, for the post-test class by applying differentiated learning strategies, a minimum score of 75 and a maximum score of 100 were obtained, from the range of minimum scores and maximum scores an average score of 84.26 was obtained. As for pre-tet by not applying differentiated learning strategies, a minimum score of 50 was obtained and a maximum score of 90 from the minimum score range obtained an average score of 74.26. This means that student learning outcomes in social studies subjects by applying differentiated learning strategies are higher than student learning outcomes by not applying differentiated learning strategies. For more details can be seen in the picture below.

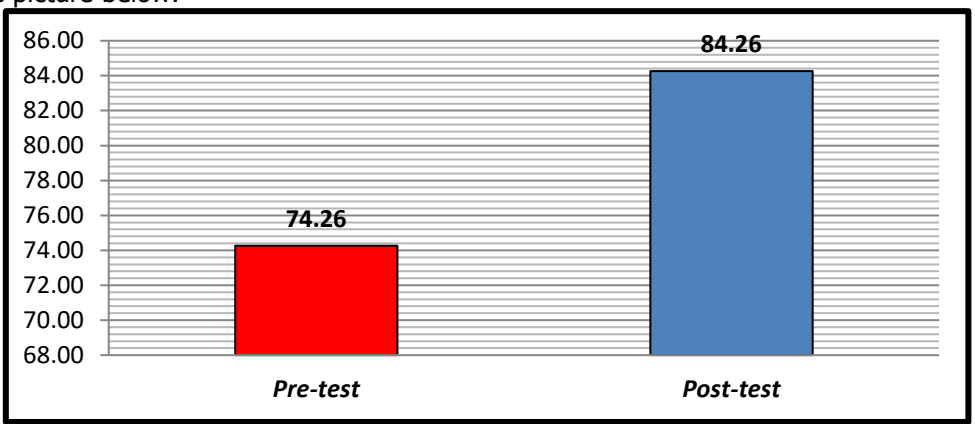

Figure 4.3 Histogram of Average Learning Outcomes of Students in Pre-Test and Post-Test Social Studies Subjects

From the picture above, it can be seen that the percentage of student learning outcomes on the pot-test is higher than the pre-test with a difference of 10%, where in the learning process the two actions are given different treatment, namely in the post-test by applying differentiated learning strategies and in the pre-test by not applying differentiated learning strategies. This difference is caused because by applying differentiated learning strategies students feel comfortable in learning, there is an increase in skills both in terms of hard skills and soft skills, and there is a learning success from a student who is able to reflect on his abilities starting from the beginning of learning to self-improvement during the learning process and the end of learning. Thus students are active, independent and able to collaborate in finding solutions to problems in learning activities, as well as training students' thinking skills and confidence skills in deciding things objectically.

Furthermore, since the class is normally distributed and homogeneous, the next step is the implementation of treatment. The implementation of the treatment in question is social studies learning by applying differentiated learning strategies. In the implementation of this teratment, researchers did not encounter obstacles. After the implementation of treatment, proceed with post-test administration. From the results obtained, it can be seen that the average score obtained after treatment by applying differentiated learning strategies is higher when compared to before treatment by not applying differentiated learning strategies. The difference in learning outcomes shows that students who are given treatment (differentiated learning strategies) have a better understanding of the material taught than before treatment by not applying differentiated learning strategies. This is because in learning by applying str.

According to the results in the hypothesis testing step, the average value of student learning outcomes in the post-test was 84.26 and the average student learning outcomes in the pre-tets was 74.26, from these results the calculated value was obtained at 8.246 > ttable (34-1=33) = 1.692 and the sig score. (2-tailed) of 0.000 < 0.05, this indicates that H1 is rejected, so accept H0. From the results of the calculation of testing this hypothesis, it can be described the area of acceptance of the hypothesis, is as follows.

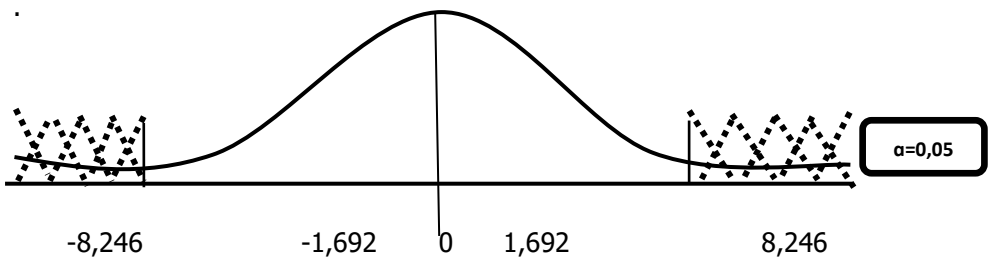

Figure 4.4 Acceptance and Rejection Curves H0 and H1

From the above, it can be concluded that thitung is outside the Ho acceptance area, so H1 is rejected and H0 is accepted, which means that the research hypothesis reads: "there is a significant influence on the application of differentiated learning strategies on the learning outcomes of SMP Negeri Se-Kecamatan Yendidori Papua Province", stated scientifically proven and accepted. This is in line with several related scientific studies on the Application of

Differentiated Learning Strategies by Dedi Iskandar (2021), Suwartiningsih (2021), and Syarifuddin (2022) which stated that the application of differentiated learning strategies can improve student learning outcomes.

CONCLUSION

Based on the discussion of research results that have been described in the discussion, it can be concluded that the hypothesis that reads: "there is a significant influence on the application of differentiated learning strategies on the learning outcomes of students of SMP Negeri Se-Kecamatan Yendidori Papua Province", is declared proven and accepted scientifically". This is in accordance with the hypothesis testing criteria that tcount is outside the H0 acceptance area, so H0 is rejected and H1 is accepted, which means that there is a difference in student learning outcomes before and after the implementation of differentiated learning strategies.

REFERENCE

1. Ade, P. A. P. D. I. G. A. N. T. J. (2018). Panduan Penelitian Eksperimen Berserta Analisis Statistik dengan SPSS, Yogyakrta : Deepublish,. 189.
2. Ade Sintia Wulandari. (2022). Literature Review: Pendekatan Berdiferensiasi Solusi Pembelajaran dalam Keberagaman. *Jurnal Pendidikan MIPA*, *12*(3), 682–689. https://doi.org/10.37630/jpm.v12i3.620
3. Aiman Faiz, Anis Pratama, I. K. (2019). Pembelajaran Berdiferensiasi dalam Program Guru Penggerak pada Modul 2.1. Jurnal Basicedu, 6(2), 2846–2853.
4. Alhafiz, N. (2022). Analisis Profil Gaya Belajar Siswa Untuk Pembelajaran Berdiferensiasi Di Smp Negeri 23 Pekanbaru. 1(5), 1133–1142.
5. Bayumi. 2021. Penerapan Model Pembelajaran berdiferensiasi. cv. Budi Utama https://www.google.co.id/books/edition/Penerapan_Model_Pembelajaran_Berdiferens/61EEAAAQBAJ?hl=en&gbpv=1&dq=Pembelajaran+berdifrensiasi&pg=PR9&printsec=frontcover
6. Bunyamin, D. T. (2021).*Belajar dan Pembelajaran*.www.uhamkapress.com
7. Darmadi.(2017). Pengembangan Model dan Metode Pembelajaran.*Deepublish*, 370.
8. Endang, W. W. (2021). Teori dan Praktik Penelitian Kuantitatif Kualitatif.*2021*, 300.https://play.google.com/books/reader?id=Fx0mEAAAQBAJ&pg=GBS.PP1&hl=id
9. Fakultas, M., Dan, T., Uin, K., Makassar, A., Sultan, J., 36, A. N., & Gowa, S. (n.d.). *Sistem pendidikan di Indonesia: antara keinginan dan realita*.
10. Fauhah, H., & Rosy, B. (n.d.).*Analisis Model Pembelajaran Make A Match terhadap Hasil Belajar Siswa*. https://journal.unesa.ac.id/index.php/jpap
11. Fithrah, M., & Luthfiyah.(2018). Metodologi Penelitian.*Jejak Publisher*, 234. https://books.google.co.id/books?hl=en&lr=&id=UVRtDwAAQBAJ&oi=fnd&pg=PP1&dq=penelitian+kualitatif+studi+kasus&ots=lrs-KExhPI&sig=Gcg699OIsYGVm3R-Ca5Dvf35Bos&redir_esc=y#v=onepage&q&f=false
12. Haryanto. (2022). Meningkatkan Motivasi dan Hasil Belajar Dengan Two Stay Two Stray. Pusat Pengembangan Pendidikan dan Penelitian Indonesia.
13. Iskandar, D. (2021). Peningkatan Hasil Belajar Siswa pada Materi Report Text Melalui Pembelajaran Berdiferensiasi di Kelas IX.A SMP Negeri 1 Sape Tahun Pelajaran 2020/2021.*Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, *1*(2), 123–140. https://doi.org/10.53299/jppi.v1i2.48
14. Made Risa Kusadi, N. (2021).*Penerapan Pembelajaran Berdiferensiasi Model Vak Dengan Multimoda Untuk Meningkatkan Minat Dan Prestasi Belajar Siswa*.
15. Marlina, S., Pd, M., & Si.(2019). *Panduan Pelaksanaan Model Pembelajaran Berdiferensiasi Di Sekolah Inklusif*.
16. Marlina.(2020). Strategi Pembelajaran Berdiferensiasi di Sekolah Inklusif.1–49.CV. Afifa Utama
17. Oktiani, I. (2017). Kreativitas Guru dalam Meningkatkan Motivasi Belajar Peserta Didik. *Jurnal Kependidikan*, *5*(2), 216–232. https://doi.org/10.24090/jk.v5i2.1939
18. Parnawi, A. (2020). *Penelitian Tindakan Kelas (Classroom Action Research). Deepublish. https://books.google.co.id/books?id=djX4DwAAQBAJelitian Tindakan Kelas (Classroom Action Research)*. https://books.google.co.id/books?id=djX4DwAAQBAJ
19. Payadnya, I Putu Ade Andre.(2018). *Panduan Penelitian Eksperimen Beserta Analisis Statistik dengan SPSS*.Yogyakarta: Deepublish,Oktober 2018.
20. Priyono dkk (2022).*Resonansi Pemikiran ke-19 - Google Books*. Retrieved October 20, 2022, from https://www.google.co.id/books/edition/Resonansi_Pemikiran_ke_19/B2hsEAAAQBAJ?hl=en&gbpv=1&dq=Pembelajaran+berdiferensiasi&pg=PA30&printsec=frontcover
21. Riadi, A. (2018). Kompetensi Guru dalam pelaksanaan evaluasi pembelajaran. *Ittihad*, *15*(28), 52-67.
22. Sudjana. (2002). *Metode Statistika:* penerbit Tarsito Bandung
23. Sugiyono. 2012a. *Statistika Untuk Penelitian* : Bandung: PT Alva Beta
24. _____ 2018b.*Metode Penelitian Kuantitatif, Kualitatif, dan R&D*: Bandung: Cv. Alfabeta
25. Sukarman.(2022). *Group Investigation Meningkatkan Hasil Belajar Siswa*. 69.
26. Sulistyosari, Y., Karwur, H. M., Sultan, H., & Manado, U. N. (2022).*Penerapan Pembelajaran Ips Berdiferensiasi pada Kurikulum Merdeka Belajar*.http://journal.unnes.ac.id/sju/index.php/harmony
27. Sutiah.(2020). *Teori Belajar dan Pembelajaran [Theory of Learning and Learning]*. 193

28. Syarifuddin, S., & Nurmi, N. (2022).Pembelajaran Berdiferensiasi dalam Meningkatkan Hasil Belajar Matematika Siswa Kelas IX Semester Genap SMP Negeri 1 Wera Tahun Pelajaran 2021/2022.*JagoMIPA: Jurnal Pendidikan Matematika Dan IPA*, *2*(2), 35–44. https://doi.org/10.53299/jagomipa.v2i2.184
29. Syamsir Kamal.2021. Implementasi Pembelajaran Berdiferensiasi dalam Upaya MeningkatkanAktivitas dan Hasil Belajar Matematika Siswa Kelas XI MIPA SMA Negeri 8 Barabai. JULAK:Jurnal Pembelajaran & Pendidik. 1(1).https://www.ojs.stkippgrilubuklinggau.ac.id/index.php/JPM/article/view/1632
30. Trias, H., Rian, J., Putra[2], S., Al, S., & Surabaya, H. (2022). *Refleksi diri guru Bahasa Indonesia dalam Pembelajaran Berdiferensiasi di Sekolah Penggerak*.
31. Ultra Gusteti, M. (2022).*Pembelajaran Berdiferensiasi Pada Pembelajaran Matematika Di Kurikulum Merdeka*. *3*(3), 2022.https://doi.org/10.46306/lb.v3i3
32. Wahab, R. (2020). *Mengupas Masalah Pendidikan: Sebuah Antologi Pemikiran*.
33. Wahyuni, A. S. (2022). Literature Review: Pendekatan Berdiferensiasi Dalam Pembelajaran IPA. Jurnal Pendidikan Mipa, 12(2), 118–126. https://doi.org/10.37630/jpm.v12i2.562
34. Wiwin Herwina.(2021).Optimalisasi Kebutuhan Siswa dan Hasil Belajar dengan Pembelajaran Berdiferensiasi.*Perspektif Ilmu Pendidikan. 35(2). 175-182*. http://journal.unj.ac.id/unj/index.php/pip/article/view/22057/11386
35. Wulandari, A. S. (2022). Literature Review: Pendekatan Berdiferensiasi SolusiPembelajaran dalam Keberagaman. Jurnal Pendidikan Mipa, 12(3), 682–689. https://doi.org/10.37630/jpm.v12i3.620
36. Yanti, N. S., Montessori, M., & Nora, D. (2023).*Pembelajaran Ips Berdiferensiasi Di Sma Kota Batam*. https://ranahresearch.com.