

ABSTRAK

Nasriah, 2024. Analisis Penerapan Pembelajaran Berdiferensiasi pada Sekolah Penggerak di SMP IT Al-Fatih Makassar. Program Pascasarjana. Program Studi Magister Pendidikan Sosiologi. Dibimbing oleh Muhammad Nawir dan Fatimah Azis.

Pembelajaran berdiferensiasi telah menjadi fokus utama pengembangan pembelajaran di sekolah ini. Guru-guru secara aktif terlibat dalam berbagai kegiatan untuk meningkatkan pemahaman dan implementasi metode ini, seperti mengikuti workshop, membentuk kelompok studi, dan berbagai praktik baik melalui forum daring. Meskipun masih ada beberapa guru, terutama yang mengajar mata pelajaran tertentu, yang merasa kesulitan dalam menerapkan pembelajaran berdiferensiasi, namun semangat kolaborasi yang tinggi telah mendorong mereka untuk terus belajar dan berkembang.

Penelitian ini bertujuan untuk mendeskripsikan bentuk pelaksanaan pembelajaran berdiferensiasi pada sekolah penggerak di SMP IT Al-Fatih Makassar, untuk mengetahui proses pelaksanaan pembelajaran berdiferensiasi pada sekolah penggerak di SMP IT Al-Fatih Makassar, dan untuk mengetahui faktor pendukung dan penghambat pelaksanaan pembelajaran berdiferensiasi pada sekolah SMP IT Al-Fatih Makassar.

Metode penelitian: Jenis penelitian yang digunakan adalah kualitatif deskriptif dengan pendekatan fenomenologi. Adapun teknik penelitian yang digunakan yaitu, observasi, wawancara dan dokumen. Informan penelitian sebanyak 7 (tujuh) orang terdiri dari kepala sekolah, wakasek kurikulum, 5 orang guru. Jenis data primer dan data skunder. Teknik Pengumpulan data dalam penelitian ini menggunakan 3 (tiga) teknik yaitu observasi, wawancara dan dokumentasi. Teknik analisis data ada tiga yaitu; pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Jenis penelitian yang digunakan: triangulasi data terdiri dari triangulasi sumber, triangulasi Teknik dan triangulasi waktu.

Hasil penelitian menunjukkan bahwa pembelajaran berdiferensiasi terdiri dari diferensiasi konten, proses, dan produk. Dalam diferensiasi konten, guru memberikan materi pembelajaran yang berbeda kepada kelompok siswa berdasarkan tingkat pemahaman, minat, dan profil belajar siswa. Dalam diferensiasi proses, guru memberikan berbagai pilihan kepada siswa untuk memilih cara mereka memahami dan menguasai materi. Dalam diferensiasi produk, guru memberikan kesempatan kepada siswa untuk memilih cara mereka memahami dan menguasai materi. SMP IT Al-Fatih di Makassar menggunakan proses pembelajaran berdiferensiasi, yang mencakup penyesuaian materi, strategi pengajaran, dan evaluasi siswa. Guru melakukan evaluasi diagnostik sebelum mengajar untuk mengetahui kebutuhan siswa. Mereka berkonsentrasi pada kemampuan siswa, memilih materi yang sesuai, dan menggunakan teknologi untuk menarik perhatian siswa. Di setiap kelas, evaluasi dilakukan secara berbeda, memungkinkan siswa berpartisipasi secara aktif. Faktor pendukungnya termasuk motivasi siswa, suasana belajar positif, supervisi berkala, dan dukungan kepala sekolah. Hambatan yang ditemui seperti stigmatisasi pada siswa masih perlu diatasi.

Kata Kunci: Pembelajaran Berdiferensiasi, Program Sekolah Penggerak

ABSTRACT

Nasriah, 2024. Analysis of Differentiated Learning Implementation in Mover School at SMP IT Al-Fatih Makassar. Supervised by Muhammad Nawir and Fatimah Azis.

Differentiated learning became the focus of learning development in this school. Teachers were actively involved in various activities to improve understanding and implementation of this method, such as attending workshops, forming study groups, and various good practices through online forums. Although there were still some teachers, especially those who taught certain subjects, who found that was difficult to implement differentiated learning, the high spirit of collaboration encouraged them to continue learning and developing.

This study aimed to describe the form of implementation of differentiated learning in the driving school at SMP IT Al-Fatih Makassar, to find out the process of implementing differentiated learning in the school mover at SMP IT Al-Fatih Makassar, and to find out the supporting and inhibiting factors for the implementation of differentiated learning at SMP IT Al-Fatih Makassar.

Research method: The type of research used was qualitative descriptive with a phenomenological approach. The research techniques used were observation, interviews and documents. The research informants were 7 (seven) persons consisting of the principal, vice principal of curriculum, 5 teachers. Types of primary data and secondary data. Data collection techniques in this study used 3 (three) techniques, namely observation, interviews, and documentation. There were three data analysis techniques, namely: data collection, data reduction, data presentation, and drawing conclusions. The type of research used: data triangulation consists of source triangulation, technique triangulation and time triangulation. The results of the study showed that differentiated learning consists of content, process, and product differentiation. In content differentiation, teachers provided different learning materials to groups of students based on the level of understanding, interests, and learning profiles of students. In process differentiation, teachers provided the students with various choices to choose how they understand and master the material. In product differentiation, teachers gave students the opportunity to choose how they understand and master the material. SMP IT Al-Fatih in Makassar used a differentiated learning process, which included adjusting materials, teaching strategies, and student evaluations. Teachers conducted diagnostic evaluations before teaching to find out students' needs. They concentrated on student abilities, chosen appropriate materials, and used technology to attract students' attention. In each class, evaluations were carried out differently, allowing students to participate actively. Supporting factors included student motivation, positive learning atmosphere, regular supervision, and principal support. Obstacles encountered such as stigmatization of students still needed to be overcome.

Keywords: *Differentiated Learning, School Mover Program*



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