



DIFFERENTIATED LEARNING TRAINING FOR ELEMENTARY SCHOOL TEACHERS AS AN IMPLEMENTATION OF THE MERDEKA CURRICULUM

Moh. Rikza Muqtada^{1*}, Afi Normawati², Muhammad Irvan Ardianto³

^{1,2,3} Universitas Tidar

email: rikza.muqtada@untidar.ac.id ¹⁾
afinormawati@untidar.ac.id ²⁾
irvanardianto1911@gmail.com ³⁾

*Corresponding Author

Received 3 December 2024; Received in revised form 20 December 2024; Accepted 23 January 2025

Abstrak

Kegiatan pengabdian masyarakat ini bertujuan untuk memberikan pelatihan pembelajaran berdiferensiasi bagi guru Sekolah Dasar di Kabupaten Magelang sebagai implementasi Kurikulum Merdeka. Kurikulum ini menuntut para pendidik untuk menyediakan pembelajaran yang disesuaikan dengan kebutuhan, minat, dan kemampuan peserta didik. Mitra dalam kegiatan ini adalah guru SDN 1 Payaman dan SDN Madusari sebanyak 32 guru. Sebagian besar guru belum memahami secara mendalam konsep pembelajaran tersebut. Metode kegiatan terdiri dari tiga tahap utama, yakni persiapan, pelaksanaan, serta evaluasi. Pada tahap persiapan, tim terlebih dahulu menganalisis kebutuhan pelatihan dengan melakukan wawancara terhadap guru. Kemudian, pada tahap pelaksanaan, kegiatan meliputi penyampaian materi tentang dasar-dasar pembelajaran berdiferensiasi, diskusi kelompok, dan praktik micro-teaching. Hasil evaluasi menunjukkan peningkatan skor rata-rata 43,33 pada pretest menjadi 81,90 pada posttest. Pelatihan ini memberikan kontribusi positif dalam mempersiapkan guru untuk mengimplementasikan pembelajaran berdiferensiasi sesuai dengan minat dan kebutuhan peserta didik sehingga peserta didik dapat mengembangkan kompetensi sesuai dengan harapan.

Kata Kunci: *Pelatihan; Pembelajaran Berdiferensiasi; Kurikulum Merdeka*

Abstract

This community service activity aims to provide differentiated learning training for elementary school teachers in Magelang Regency as an implementation of the Merdeka Curriculum. This curriculum requires educators to provide learning that is tailored to the needs, interests and abilities of students. Partners in this activity are 32 teachers from SDN 1 Payaman and SDN Madusari. Most teachers do not understand in depth the concept of learning. The activity method consists of three main stages, namely preparation, implementation and evaluation. In the preparation stage, the team first analyzes training needs by conducting interviews with teachers. Then, at the implementation stage, activities include delivering material on the basics of differentiated learning, group discussions and micro-teaching practices. The evaluation results showed an increase in the average score from 43.33 on the pretest to 81.90 on the posttest. This training makes a positive contribution in preparing teachers to implement differentiated learning according to students' interests and needs so that students can develop competencies according to expectations.

Keywords: Training; Differentiated Learning; Merdeka Curriculum

INTRODUCTION

Implementing the Merdeka Curriculum in various educational units allows schools to implement the curriculum flexibly according to the conditions of their respective schools. This curriculum is expected to facilitate students to develop the potential, interests, and talents of each individual (Purba et al., 2021). The government does not regulate learning in detail and its technicalities, but only establishes learning principles that must be followed. Thus, the implementation of learning is expected to be meaningful, so that students become more creative, critical thinking, and innovative (Anggraena et al., 2021).

However, in the implementation of learning in the classroom, teachers are still unable to innovate to present learning that varies according to the needs of students (Evedi et al., 2023). Therefore, differentiated learning is needed that pays attention to the characteristics and uniqueness of each individual following the expected competencies (Purba et al., 2021). The main goal of differentiation is for each learner to achieve the expected learning goals and improve their learning outcomes and activities (Anggraena et al., 2021). In addition, differentiated learning can also fulfill the right of students to obtain learning according to their capacity (Purba et al., 2021).

Differentiated learning is one of the approaches that teachers use to meet the needs of students, by allowing them to learn according to their abilities, interests, and needs (Supriyadi et al., 2024). In differentiated learning, teachers can adjust three main aspects so that students better understand the material, namely: the content delivered, the meaningful process or activity carried out by the students, and the assessment in the form of a final product used to measure the achievement of learning objectives (Purba et al., 2021). The success of differentiated learning can be measured through several indicators, namely student comfort in the learning process, skill improvement of both hard and soft skills, and learning outcomes obtained by students (Nirmayani et al., 2024).

Partners involved in this Community Partnership Program activity are SDN 1 Payaman and SDN Madusari, both public elementary schools in Magelang Regency. The results of the interview with the principal revealed that the teachers at SDN 1 Payaman still do not understand the concept of differentiated learning and have not integrated it in teaching and learning activities. In addition, based on the assessment, the school hopes to carry out learning-related training. A similar situation occurs at SDN Madusari, where only one teacher has an educator certificate and the school has not carried out training related to learning in the last five years. There are still many teachers who have not understood and implemented differentiated learning (Aprima D & Sari S, 2022). In addition, many teachers face difficulties in adjusting learning to meet the diverse learning needs of students (Bina et al., 2023; Ria & Lenny Kurniati, 2023). Learning in the classroom is also still carried out classically without paying attention to the heterogeneity of students.

Based on this situation, the existing problems are that teachers do not understand differentiated learning and do not understand the strategy of implementing differentiated learning in the classroom. Currently, many teachers have not understood and implemented differentiated learning (Aprima & Sari, 2022). Teachers at SDN 1 Payaman and SDN Madusari need to understand and have skills about how to implement differentiated learning in a real way. One of the right ways to support this problem is to provide materials as well as direct practice.

In the last three years, there have been several services related to differentiated learning training for elementary school teachers, especially in supporting the implementation of the Merdeka Curriculum. Hariyanti, et al., (2021) Service focuses more on introducing differentiated learning concepts, but less attention is paid to how teachers can apply these concepts concretely in the classroom. Yanti, (2022) service begins to include the preparation of more structured training modules, but hands-on practice in the classroom is still not a priority in training design. Rahmawati et al., (2023) began to emphasize the importance of experiential training, but the application of direct teaching practices in training is still not widely used as the main focus. The novelty of this training activity lies in the inclusion of a direct teaching practice component into the training program.

This approach allows teachers to not only understand the concept of differentiated learning theoretically but also master its implementation through real-life experiences in the classroom. This is expected to bridge the gap between theory and practice, as well as increase the effectiveness of training in supporting teacher competence in implementing the Merdeka Curriculum. The objectives of this service activity are: to provide an understanding of the differentiated learning model, to provide direct experience in the application of the model in the classroom; develop a differentiated learning model that can be implemented.

MATERIALS AND METHODS

Time and Place of Service

The PKM Training for Differentiated Learning Development Training for Teachers of SDN 1 Payaman and SDN Madusari was held on June 28, 2024 at SDN 1 Payaman, Magelang Regency.

Service Methods and Designs

This service activity is carried out in three stages, namely preparation, implementation, as well as evaluation, and reporting. Here is an explanation of each of these stages:

First, the preparation stage.

In this stage, the community service team carried out: (a) Exploring information on training needs. This process is carried out through surveys or interviews with teachers as trainees to explore the challenges and difficulties they



face in implementing a differentiated approach. The information obtained will be used as a basis in designing training that suits the needs. The training participants were 32 ASN and honorary teachers who taught at SDN 1 Payaman and SDN Madusari from grade 1 to grade 6. The selection criteria based on the results of the interview are teachers who have never participated in differentiated learning training. (b) Preparation of programs. Aiming to make the activities carried out more structured and directed. The program covers various technical, managerial, and scheduling aspects to ensure the smooth implementation of activities. (c) Preparation of training materials. It covers the basic theory of differentiated learning and its application in the Merdeka curriculum. (d) Preparation of training infrastructure. Includes a room for training as well as a projector to support activities. (e) Field coordination. It is carried out from the beginning of licensing to planning related to the technical planning and implementation of activities.

Second, the implementation stage.

In this stage, the community service team carried out: (a) Initial test. Aims to measure abilities and initial knowledge related to differentiated learning. The pretest is in the form of multiple-choice questions. (b) Training and assistance in differentiated learning. It was carried out interactively which included two main activities, namely material delivery and practical activities. The participants gained a conceptual understanding of differentiated learning and engaged in discussions. They were also allowed to share their experiences and ideas with other fellow teachers. In addition, the training sessions include hands-on practice in designing and implementing differentiated learning. The micro-teaching method was chosen so that teachers could develop and test their teaching methods on a small scale before widely applying them in the classroom (Nurhayati & , Langlang Handayani, 2020).

Third, the Evaluation and Reporting Stage.

At this stage, the community service team conducts: (a) Evaluation. It is carried out by providing a posttest of understanding related to differentiated learning to measure the achievement of community service goals. The test is in the form of multiple-choice questions. (b) Writing articles and mandatory outputs of activities, namely in the form of service articles compiled and published in national journals. In addition, it also prepares other mandatory outputs, namely IPR, posters, and activity videos. (c) Preparation of activity reports. Includes activity logbook, financial report, and final report of activities.

The following is a diagram of the flow of activities carried out in the Community Service program which is illustrated in figure 1.

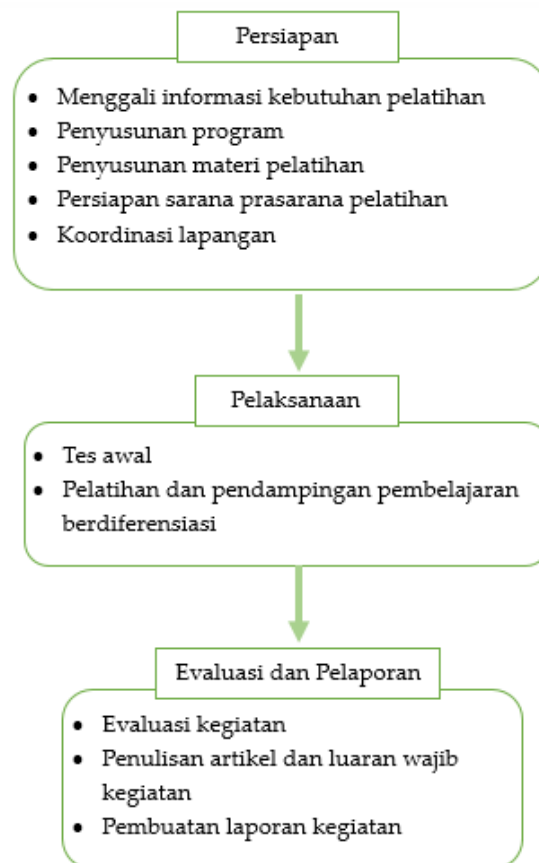


Figure 1. Flowchart Activity

RESULTS AND DISCUSSION

The community service Training for Differentiated Learning Development Training for Teachers of SDN 1 Payaman and SDN Madusari was held on June 28, 2024, at SDN 1 Payaman, Magelang Regency. Twenty teachers from SDN 1 Payaman and 12 teachers from SDN Madusari attended. This activity is carried out in three stages: preparation, implementation, evaluation, and reporting.

Planning Stage

At the planning stage, the community service team carried out the consolidation of the training concept at community service partner schools through coordination. Coordination is carried out internally by the service team and external activity partners. The coordination aims to discuss the technical implementation of the activity program. The aspects discussed included the implementation schedule, venue, participants, and technical matters related to the implementation of the activity. Coordination with the principal during the implementation can be seen in Figures 2 and 3.



Figure 2. Coordination with the Principal of SDN Mandusari



Figure 3. Coordination with the Principal of SDN Payaman 1

When coordinating with the principal of SDN Madusari, the principal supports the activity plan that will be carried out and will later coordinate with the Principal of SDN Payaman 1. The principal also said that so far the school has never received training activities from Tidar University or others. With this activity, it is hoped that teachers can increase their knowledge and skills related to the application of differentiated learning. This will be useful to support the implementation of the Merdeka Curriculum (Aliyyah et al., 2023; Ferary, 2021).

The same coordination was also carried out with the Principal of SDN Payaman 1, who welcomed and gave permission to carry out the activity. The activity schedule was handed over to the service team when the semester vacation

approached. He hopes that training activities for teachers can be routinely carried out at SDN Payaman 1 to support teaching and learning activities and the tri dharma of higher education.

In addition, SDN Payaman 1 is also ready to be a place to hold training, with rooms and equipment for service activities that will soon be optimally prepared. Coordination with school institutions before starting service activities is very important to ensure the smooth and successful implementation of the program (Yahya et al., 2023). In addition, good communication also helps identify potential challenges early on and creates a harmonious working relationship between the service team and the school. Thus, this coordination is not only a strategic first step but also a foundation to create a long-term positive impact for all parties involved (Muqtada et al., 2024).

Implementation Stage

At this stage of community service implementation, two main activities are carried out, namely the initial test and training. The initial test will be held on June 28, 2024, using a questionnaire distributed via Google Forms. The initial test was attended by 20 teachers from SDN 1 Payaman and 12 teachers from SDN Madusari. The initial test distributed was in the form of multiple-choice questions about differentiated learning and its application in learning. This initial test is given so that the service team knows the initial knowledge of the trainee teachers (Muqtada et al., 2024) and later it will be compared with the results of the posttest score at the end of the training.

Training activities are carried out in the form of interactive training which includes two main activities, namely material delivery and hands-on practice. The training was held on Saturday, June 28, 2024 after participants carried out the initial test. The material on differentiated learning was delivered by the head of the service team, Moh. Rikza Muqtada, M.Pd. and assisted by Afi Normawati, M.Pd. The activity began by filling out a survey through a menti.com link containing teachers' experiences in implementing differentiated learning. The survey results show that most of the participants have not implemented differentiated learning. Only three teachers sometimes carry it out. In addition, the participants also admitted that they did not know much about the application of differentiated learning in the classroom.

Furthermore, the presenter showed a video related to the analogy of differentiated learning. The analogy is in the form of school activities carried out in the forest. The lion as the king of the jungle wants to organize a school for all animals. The school implements a learning curriculum with materials on climbing, swimming, flying and running. Not all animals can master the material taught. For example, ducks are good at swimming, a little can run and fly. But ducks are not able to run and climb. The same is true for other animals, they have their own talents and interests so that learning cannot be equalized. The conclusion from the video shown



is that teachers must be able to facilitate the diversity of students by learning with a differentiated learning approach (Fitriyah & Bisri, 2023).

In the material delivery activity depicted in Figure 4, the participants were given a conceptual understanding starting with an introduction to the curriculum regarding the diversity of students and mapping the needs of students. This is following Rahmawati et al., (2023) that training can begin with an introduction to the curriculum, the diversity of students, and the mapping of students. In addition, participants were also explained differentiated learning strategies in each aspect. Training materials can include the definition of differentiated instruction, as well as the application of differentiated instruction (Muqtada et al., 2024). This activity involved the entire PKM team and training participants.



Figure 4. Implementation of Material Delivery

Participants were also allowed to share experiences and ideas with fellow teachers. In addition, participants can discuss together with the presenter related to problems in differentiated learning. Participants asked how to condition students who felt unfair by providing materials with different levels of difficulty. The discussion activities can be seen in Figure 5. The speaker explained that the role of teachers is very important. Teachers must be able to provide an understanding related to the diversity of students. Teachers can also give awards according to their level of difficulty. The purpose of this is to make students more motivated to be more active in their efforts to learn and try to be better (Anggraini et al., 2019).

After the delivery of the material and discussion, the activity continued with practice. This activity focuses on practicing with peers by sharing roles as teachers and students. The PKM team evaluated the learning practice video of one of the teachers. At the end of the video, there are several types of assignments that students can choose, for example through papers, videos, sounds or pictures. In addition, teachers must also explain the assessment rubric on each type of

assignment given. The provision of these options aims to facilitate students in learning (Krisma et al., 2024) so that it is by what is expected by Ki Hajar Dewantara, namely free and Merdeka learning (Muqtada, Nurjanah, et al., 2023).



Figure 5. Implementation of Discussion by Participants

The activity continued with microteaching by one of the participants who acted as a teacher and another participant as a student. Participants who act as teachers practice learning activities including opening, core, and closing as well as practicing differentiated learning. The role of the teacher is played by one of the driving teachers at SDN Payaman 1. He teaches in a very engaging and student-centered manner. With the implementation of differentiated learning, participants become more enthusiastic (Nisa et al., 2024). Microteaching can also be carried out smoothly and following the goals desired by the service team.

At the time of the opening, the activities carried out were complete, ranging from greetings, praying, asking about the presence of apperception, and providing motivation (Badelah, 2021). During the core activity, teachers try to provide different types of material, namely book and video materials as a form of implementing differentiated learning in content aspects. The Microteaching practice was also well closed, namely providing reflection, delivering assignments and materials that will be delivered next (Supriatna & Wahyupurnomo, 2015). The tasks submitted follow the application of differentiated learning in product aspects. One of the product differentiation strategies is to provide options with one or several types of tasks. For example, by answering questions in writing, orally, or by writing summaries in their language (Mumpuniarti et al., 2023). Practical activities can be seen in Figure 6.



Figure 6. Practice Implementation

Evaluation Stage

The evaluation of the activity was carried out by providing posttest questions. The question aims to see the results of the implementation of activities that have been carried out (Muqtada, Krisma, et al., 2023). The posttest is used to measure the trainees' understanding related to the material, namely differentiated learning. At the end of the training activity, the service team distributed posttest questions to the teachers participating in the training. The results of the posttest increased from the work on the pretest questions that were done before the activity. The following are the results of the pretest and posttest of the work of the trainee teachers presented in figure 7.

Based on Figure 7, it can be described that the average score of the pretest scores of teachers at SDN Payaman 1 and SDN Madusari is below 50. According to (Paba et al., 2020), The results are classified as very low. Then the posttest results increased significantly from both teachers of SDN Payaman 1 and SDN Madusari, namely 80.71 and 84.29. So that the average posttest score increased with an average of 81.90 from the original pretest score of 43.33. This increase in score is due to the fact that the material presented is easy to understand and understand and provides real examples of the implementation of learning in training (Muqtada et al., 2024).

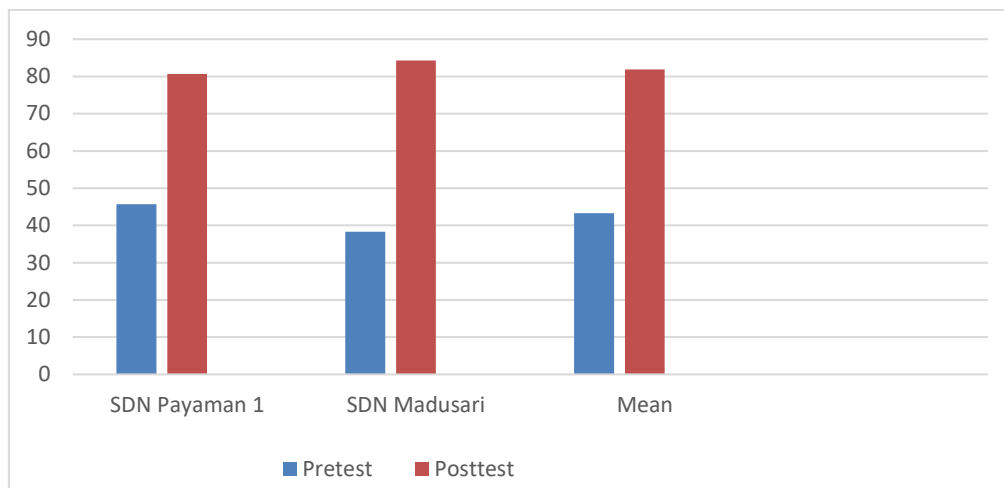


Figure 7. Pretest and Posttest Average Score Chart

Based on the graphic image, it shows that the provision of training materials is following the needs and interests of the trainees because of the significant increase. This means that differentiated learning training has a real impact on teachers in understanding differentiated learning practices to be practiced in the classroom (Nisa et al., 2024). After the training activities were carried out, the participating teachers were able to understand the theory and try to practice differentiated learning (Rahmawati et al., 2023). Furthermore, teachers also know that students have diverse needs, interests and learning styles (Ain et al., 2023). With this activity, it is hoped that teachers will be able to educate students according to their interests and needs so that later students can develop competencies according to expectations (Purba et al., 2021).

CONCLUSIONS AND SUGGESTIONS

Based on the training activities that have been carried out for teachers of SDN Payaman 1 and SDN Madusari, it can be concluded that this activity can increase the knowledge of trainees related to differentiated learning. This is evidenced by the increase in the average posttest score which reached 81.90, compared to the pretest score of 43.33. The advantage of this activity is the very high enthusiasm of the trainees and their activeness during the training. However, there are also shortcomings, namely time limitations so that materials related to differentiated learning planning have not been delivered in depth.

The follow-up plan of this activity can be in the form of research or community service. Research that can be carried out can be in the form of analysis of the application of differentiated learning or the development of media that can help differentiated learning. Service that can be carried out includes training in the preparation of teaching modules or differentiated learning assessment instruments. In addition, we hope that the government and universities can further support these follow-up activities with the help of support and funding so that the implementation of the Merdeka curriculum can run well.



ACKNOWLEDGMENTS

The Community Service Team would like to express its deepest gratitude to the Institute for Research and Community Service (LPPM) of Tidar University for the funding support for this service activity. We also thank the principal and teachers from SDN Payaman 1 and SDN Madusari who have actively participated in participating in this service activity.

REFERENCES

- Ain, N., Hariani, L. S., Ain, N., Hariani, L. S., Studi, P., Fisika, P., Studi, P., Ekonomi, P., Author, C., Berdiferensiasi, P., & Merdeka, K. (2023). Pelatihan Pembelajaran Berdiferensiasi Pada Implementasi Kurikulum Merdeka. *JDIMAS (Jurnal Pengabdian Masyarakat)*, 1(2), 49–54. <https://ejournal.unikama.ac.id/index.php/jdimas/article/view/9673/4194>
- Aliyyah, R. R., Rasmitadila, Gunadi, G., Sutisnawati, A., & Febriantina, S. (2023). Perceptions of elementary school teachers towards the implementation of the Merdeka curriculum during the COVID-19 pandemic. *Journal of Education and E-Learning Research*, 10(2), 154–164. <https://doi.org/10.20448/jeelr.v10i2.4490>
- Anggraena, Y., Ginanto, D., Nisa Felicia, & Ardanti Andiarti. (2021). Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah. In *Badan Penelitian dan Pengembangan dan Perbukuan 2021*. Badan Standar, Kurikulum, dan Asesmen Pendidikan.
- Anggraini, S., Siswanto, J., & Sukamto. (2019). Analisis Dampak Pemberian Reward And Punishment Bagi Siswa SD Negeri Kaliwiru Semarang. *Jurnal Mimbar PGSD Undiksha*, 7(3), 221–229. <file:///C:/Users/acer/Downloads/adminjurnal,+8.+Silvia+Anggraini+221-229.pdf>
- Aprima D, & Sari S. (2022). Analisis Penerapan Pembelajaran Berdiferensiasi Dalam Implementasi Kurikulum Merdeka Pada Pembelajaran Matematika SD. *Cendikia: Media Jurnal Ilmiah Pendidikan*, 13(1), 95–101. <https://www.iocscience.org/ejournal/index.php/Cendikia/article/view/2960/2305>
- Badelah. (2021). Meningkatkan Kemampuan Guru Melaksanakan Kegiatan Pendahuluan Dalam Proses Kegiatan Belajar Mengajar Dengan Role Model Menggunakan Metode Lesson Study. *ACADEMIA: Jurnal Inovasi Riset Akademik*, 1(2), 214–224. <https://doi.org/10.51878/academia.v1i2.704>
- Bina, N. S., Ramadhani, R., Saragih, D. I., & ... (2023). Pelatihan Pembelajaran Matematika Berdiferensiasi Berbasis Video Pembelajaran bagi Guru Taman Kanak-Kanak. *Seminar Nasional ...*, 3, 4–7. <https://journal.ummat.ac.id/index.php/fkip/article/view/16331%0Ahttps://journal.ummat.ac.id/index.php/fkip/article/download/16331/pdf>

- Ferary, D. (2021). On Ki Hadjar Dewantara's philosophy of education. *Nordic Journal of Comparative and International Education*, 5(2), 65–78. <https://doi.org/10.7577/njcie.4156>
- Fitriyah, F., & Bisri, M. (2023). Pembelajaran Berdiferensiasi Berdasarkan Keragaman Dan Keunikan Siswa Sekolah Dasar. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 9(2), 67–73. <https://doi.org/10.26740/jrpd.v9n2.p67-73>
- Hanif Evendi, Yossie Rosida, & Zularfan, D. (2023). Pembelajaran Berdiferensiasi dalam Pembelajaran Matematika di Kurikulum Merdeka SMPN 4 Kragilan. *Joong-Ki: Jurnal Pengabdian Masyarakat*, 2(2), 181–186. <https://doi.org/10.56799/joongki.v2i2.1454>
- Hariyati, N., Karwanto, K., Khamidi, A., & Rifqi, A. (2021). Pengembangan Instrumen Supervisi Akademik dalam Penerapan Pembelajaran Berdiferensiasi. *Jurnal Inovasi Hasil Pengabdian Masyarakat (JIPEMAS)*, 5(1), 33. <https://doi.org/10.33474/jipemas.v5i1.13605>
- Krisma, D. A., Muqtada, M. R., & Khasanah, F. U. (2024). *Merdeka Curriculum: How the Profile of Planning for Mathematics Learning by Teachers?* 13(1). <https://doi.org/10.31980/mosharafa.v13i1.1985>
- Mumpuniarti, Mahabbati, A., & Handoyo, R. R. (2023). Diferensiasi Pembelajaran (Pengelolaan Pembelajaran untuk Siswa yang Beragam). In *UNY Press* (1). UNY Press.
- Muqtada, M. R., Krisma, D. A., & Laili Nur Shochifah, O. (2023). Pelatihan Dan Pendampingan Persiapan Madrasah Young Researchers Supercamp (Myres) Bidang Matematika. *Abdi Masya*, 4(2), 188–197. <https://doi.org/10.52561/abma.v4i2.297>
- Muqtada, M. R., Nurjanah, A., Nurhasanah, A., & Agustyaningrum, N. (2023). *Kajian Kurikulum Pendidikan Matematika* (1st ed.). Tidar Press.
- Muqtada, M. R., Pradanti, P., & Rakhmawati, R. (2024). *Pelatihan Modul Digital Differentiated Instruction Guru MGMP Matematika MTs Jawa Tengah I Pada Kurikulum Merdeka*. 08(03), 816–833. <https://journal.upgripnk.ac.id/index.php/gervasi/article/download/7952/3027>
- Nirmayani, L. H., Nyoman, N., & Wati, K. (2024). Pelatihan Penyusunan Modul Ajar Berdeferensiasi pada Guru Sekolah Dasar di Kecamatan Seririt, Buleleng. *Educemara: Jurnal Pengabdian Masyarakat*, 01(01), 8–17. <https://journal.stahnmpukuturan.ac.id/index.php/educemara/article/view/167>
- Nisa, R., Rohmah, A. N., & Amar, A. (2024). Pendampingan Penyusunan Kurikulum Operasional Madrasah untuk Persiapan Implementasi Kurikulum Merdeka di Madrasah Ibtidaiyah Kabupaten Lamongan. *Taawun*, 4(02), 390-400.



<https://doi.org/10.37850/taawun.v4i02.758>

- Nisa, Z., Nina Agustyaningrum, & Moh.Rikza Muqtada. (2024). the Influence of Differentiated Learning-Based Window Shopping Model on Students' Mathematical Creative Thinking Abilities. *Jurnal Math-UMB.EDU*, 11(3), 184–194. <https://doi.org/10.36085/mathumbedu.v11i3.6416>
- Nurhayati, H., & , Langlang Handayani, N. W. (2020). Keefektifan Model Project Based Learning untuk Meningkatkan Keaktifan Belajar Siswa pada Pelajaran IPS Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3(2), 524–532. <https://journal.uui.ac.id/ajie/article/view/971>
- Paba, N. G., Wahyuningsi, W., Prasetyo, E., & Rusdin, M. E. (2020). Analisis Hasil Belajar Matematika Siswa Di SMK Negeri 1 Maumere. *AlphaMath : Journal of Mathematics Education*, 6(2), 108. <https://doi.org/10.30595/alphamath.v6i2.7745>
- Purba, M., Purnamasari, N., Soetantyo, S., Suwarma, I. R., & Susanti, E. I. (2021). *Prinsip Pengembangan Pembelajaran Berdiferensiasi (Differentiated Instruction)*. Kemdikbudristek. <https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/arsip/Buku-Nasmik-ISBN.pdf>
- Rifky, S., Putra, J. M., Ahmad, A. T., Widayanthi, D. G. C., Abdullah, G., Sunardi, S., & Syathroh, I. L. (2024). Pendidikan Yang Menginspirasi: Mengasah Potensi Individu. Yayasan Literasi Sains Indonesia.
- Rahmawati, N., Irawati, R. P., Amrullah, N. A., Masithoh, A. D., Hanifah, I., Alauddin, F. A., & Arab, B. (2023). Pelatihan Model Pengembangan Pembelajaran Terdiferensiasi bagi Forum MGMP Bahasa Arab. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 4(4), 8119–8126. <https://doi.org/10.31004/cdj.v4i4.18464>
- Ria, T. N., & Lenny Kurniati. (2023). Pelatihan Pembelajaran Berdiferensiasi Bagi Guru-Guru SMPN 4 Demak. *Jurnal Awam*, 3(1), 13–18. <https://ejournal.universitaskarimun.ac.id/index.php/awam/article/view/963>
- Supriatna, E., & Wahyupurnomo, M. A. (2015). Keterampilan Guru dalam membuka dan menutup pelajaran pendidikan Jasmani olahraga dan Kesehatan di SMAN se-Kota pontianak. *Jurnal Pendidikan Jasmani Indonesia*, 11(1), 66–71. <https://journal.uny.ac.id/index.php/jppi/article/view/8173/6844>
- Supriyadi, Barus, R. A., Rusilowati, A., Isnaeni, W., Susilaningih, E., Rapi, M., Fardiana, R., & Lia, R. M. (2024). Peningkatan literasi pembelajaran berdiferensiasi melalui pelatihan dan buku panduan pembelajaran berdiferensiasi. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 5(1), 1466–1476. <https://doi.org/10.31004/cdj.v5i1.22228>
- Yahya, F., Irham, M., Jalaluddin, Suryani, E., & Walidain, S. N. (2023). Peningkatan Kapasitas Guru Dalam Pelaksanaan Pembelajaran Berdiferensiasi Sesuai Dengan Kurikulum Merdeka. *KARYA: Jurnal Pengabdian Kepada Masyarakat*,

3(1), 383–387. Retrieved from https://jurnalfkip.samawa-university.ac.id/KARYA_JPM/article/view/4043

Yanti, P. G., Tarmini, W., Rismanto, A., & Safi'i, I. (2022). Pendampingan Penyusunan RPP Berdifferensiasi Bagi Guru SD di Kecamatan Setu Kabupaten Bekasi. *Buletin Udayana Mengabdi*, 21(2), 119. <https://doi.org/10.24843/bum.2022.v21.i02.p4>

