



Teacher Assistance in Increasing Potential-based Student Learning Interest through the Implementation of Differentiated Learning at SMPN 1 Padalarang

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Article History:

Received: July 14th 2024

Revised: Sept 24th 2024

Accepted: Nov 30th 2024

Keywords: Learning Interests, Teacher Assistance, Differential Learning

Abstract: Differentiated learning is an instructional approach designed to address the diverse needs of students, considering their varying levels of readiness, interests, talents, and learning styles. Challenges such as low student engagement and the limited capacity of teachers to adapt instructional materials have been identified as key issues. This Community Service Program aims to assist teachers at SMPN 1 Padalarang in developing and implementing differentiated learning strategies, promoting student-centered activities, and improving student engagement. The program employs a service-learning approach, structured into three phases: preparation, which includes partner location surveys and module development; service delivery, involving theoretical socialization, group discussions, and classroom mentoring; and reflection, which entails academic assessments, satisfaction surveys, and evaluation reporting. The results of this community service initiative indicate a significant improvement in the knowledge and insights of the teachers at SMPN 1 Padalarang, West Bandung Regency, with 95% of participants demonstrating a comprehensive understanding of differentiated learning implementation in the classroom. Additionally, the teachers showcased enhanced skills in designing Lesson Plans (RPP) that integrate differentiated learning in terms of content, process, and products, achieving an average success rate of 90%. Furthermore, a Discussion Group Forum focused on differentiated learning was established, providing a platform for continuous professional development. Notable outcomes also include the selection of lead teachers for differentiated learning and the initiation of a monthly program by the Subject Teachers Association (MGMP) aimed at reflecting on and setting learning goals based on differentiated instruction principles.



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Introduction

Differentiated learning is an approach designed to answer the needs of individual students who have different characteristics, such as varying levels of learning readiness, interests, talents, and learning styles.¹ Differentiated learning is by the educational philosophy according to Ki Hajar Dewantara that in education it provides guidance for the nature of children in achieving the highest safety and happiness both as humans and as a society.² Differentiated learning is a way to face the challenges of a flexible curriculum and accommodate variations within a classroom or school.³ This approach allows teachers to create a learning environment that is more inclusive and appropriate to student needs so that every student has the opportunity to grow and develop according to their potential.⁴

By implementing differentiated learning, schools can deal with variations in student characteristics and provide more responsive and effective educational services. Differentiated learning also includes the application of a variety of teaching strategies. Every student has different learning preferences.⁵ Therefore, teachers need to adopt a variety of teaching methods that suit students' individual needs. For example, for visually inclined students, educators can utilize visual tools such as videos or images to support their understanding. Meanwhile, for students who prefer an auditory approach, teachers can adopt discussion or lecture delivery techniques to facilitate their understanding. Some of the benefits of differentiated learning include: 1) Increased levels of student participation; 2) Acceleration of student development; 3) Increased understanding of concepts; 4) Increased student involvement; 5) Building an inclusive environment; 6) Support social skills development; and 7) Increasing students' level of self-confidence.⁶

In implementing a differentiated learning strategy, three options can be used, namely content differentiation, process differentiation, and product differentiation.⁷ Content differentiation refers to adapting the material taught to students based on their

¹ Supono, "Peningkatan Kemampuan Guru Menyusun Modul Ajar Pada Pembelajaran Berdiferensiasi Melalui Workshop Dan Pendampingan," *ACTION: Jurnal Inovasi Penelitian Tindakan Kelas dan Sekolah* 3, no. 2 (2023): 147–156.

² Wiwin Herwina, "Optimalisasi Kebutuhan Murid Dan Hasil Belajar Dengan Pembelajaran Berdiferensiasi," *Perspektif Ilmu Pendidikan* 35, no. 2 (2021): 175–182.

³ Aiman Faiz, Anis Pratama, and Imas Kurniawaty, "Pembelajaran Berdiferensiasi Dalam Program Guru Penggerak Pada Modul 2.1," *Jurnal Basicedu* 6, no. 2 (2022): 2846–2853.

⁴ Redhatul Fauzia and Zaka Hadikusuma Ramadan, "Implementasi Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka," *Jurnal Educatio FKIP UNMA* 9, no. 3 (2023): 1608–1617.

⁵ Risna Rombe et al., "Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka Belajar Menurut Ki Hajar Dewantara Pada Mata Pelajaran Pendidikan Agama Kristen," *Jurnal Pendidikan Dan Keguruan* 1, no. 6 (2023): 541–554.

⁶ Fatma Kusuma Mahanani et al., "Penerapan IEP (Individualized Education Program) Dengan Pendekatan Multisensori Sebagai Wujud Pembelajaran Berdiferensiasi Bagi Siswa Sekolah Dasar Inklusi," *BERNAS: Jurnal Pengabdian Kepada Masyarakat* 4, no. 1 (2023): 696–704.

⁷ M S Mahfudz, "Pembelajaran Berdiferensiasi Dan Penerapannya," *SENTRI: Jurnal Riset Ilmiah* 2, no. 2 (2023): 533–543.

level of learning readiness, interests, or learning profile (Visual, Auditory, Kinesthetic), and can even be a combination of the three.⁸ Process differentiation focuses on the way students understand the material, both individually and in groups, by providing graded activities or involving guiding questions and challenges. Meanwhile, product differentiation involves variations in the form of tasks or outcomes expected from students, by providing challenges and allowing the choice of various products according to their interests. Differentiated learning activities can be integrated by teachers into the core part of the learning implementation plan (RPP) that has been prepared. In differentiated learning, activities start from the beginning to the evaluation stage. In the opening phase, the teacher can present a stimulus to attract students' interest in the material to be taught. Next, apperception and motivation are carried out so that students remain enthusiastic about the learning process. In the context of differentiated learning, these three stages can be adjusted by providing variations that are by the mapping carried out by the teacher. The same applies to assessment in differentiated learning. The implementation of differentiated learning will produce a positive impact on schools, classes, teachers, and especially students. If teachers do not apply a learning approach that takes into account students' differences, this can hinder their progress in achieving learning goals optimally. On the other hand, if teachers have successfully implemented differentiated learning, then students' individual needs can be met, creating a learning environment that supports their progress.

Educational theories that emphasize scientific reasoning are more closely related to educational science. Both theoretically and practically, education and educational science are interrelated. As a result, throughout human life, the two work together. The aim of education is as a means of developing potential.⁹ Education cannot be implemented without a curriculum. The curriculum functions as a guide for how education is carried out. This is because the school implements a learning process based on the curriculum.¹⁰ The 2013 Curriculum (K-13) experienced minor changes in the context of its implementation for students when compared to the Education Unit Level Curriculum (KTSP). K-13 also emphasizes the importance of character and moral education and emphasizes the focus on learning initiated by students. K-13 is indeed an important milestone in the evolution of education in Indonesia. However, the implementation of this curriculum faces several technical obstacles, including problems related to the development of learning theories, teaching strategies, and teacher assessment. For this reason, the Merdeka Curriculum is the latest breakthrough in Indonesian education which also aims to better accommodate students' needs and

⁸ M Pd Utama et al., *DESAIN PEMBELAJARAN BERORIENTASI LITERASI NUMERASI SEKOLAH DASAR* (Muhammadiyah University Press, n.d.).

⁹ Aan Yusuf Khunaifi and Matlani Matlani, "Analisis Kritis Undang-Undang Sisdiknas Nomor 20 Tahun 2003," *Jurnal Ilmiah Iqra'* 13, no. 2 (2019): 81–102.

¹⁰ Farah Dina Insani, "Sejarah Perkembangan Kurikulum Di Indonesia Sejak Awal Kemerdekaan Hingga Saat Ini," *As-Salam: Jurnal Studi Hukum Islam & Pendidikan* 8, no. 1 (2019): 43–64.

interests, as well as provide more flexibility in the learning process. By enabling students to pursue their interests and talents, it is hoped that they will be more motivated and achieve.¹¹

The Merdeka Curriculum is an initiative in the world of Indonesian education designed to provide students with more freedom and flexibility in pursuing their education. This aims to develop students' learning potential and interest to the maximum so that they can be more involved and motivated in their educational process. Changes in the Indonesian education curriculum throughout its history are steps taken to improve the quality of education and respond to changing demands in science, technology, and developments over time. This initiative reflects the efforts of the government and stakeholders to maintain the relevance and quality of the education system in Indonesia.

Based on observations and interviews with the Head of SMPN 1 Padalarang, student learning outcomes in mathematics subjects have not met the minimum completeness criteria (KKM), student learning outcomes in the Midterm Assessment (PTS) are presented in the following table.

Table 1. Average PTS Scores in mathematics subjects

Class	Average Math Score	KKM
VII	60	70
VIII	64	70
IX	69	70

Table 1 shows that student learning outcomes in mathematics subjects have not met the KKM, one of the causes of low student learning outcomes due to the low interest in student learning in these subjects, this shows that the condition of student learning needs is diverse in background so that solutions need to be found by teachers as facilitators during learning.

The low interest in learning students of SMPN 1 Padalarang is evidenced by several phenomena that occur in the learning process in the classroom, namely; 1) students get tired quickly and tend to despair in listening to explanations from the teacher, 2) students do not focus on the instructions given by the teacher in doing the problem. 3) many students complain when filling out LKPD. 4) Students often go in and out of class when learning takes place. 5) Not many students take notes during learning. 6) The learning atmosphere is very passive and dominated by teachers. 7) the absence of teacher and student interaction. 8) When the teacher opens a room for question and answer, students prefer to be silent so that learning is quickly completed. 9) In group activities, students do not discuss according to the assigned topic. 10) Students have not been able to associate the results of their understanding in class.

¹¹ Nurul Halimah, "Analisis Pembelajaran Berdiferensiasi Sebagai Bentuk Implementasi Kebijakan Kurikulum Merdeka," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 8, no. 1 (2023): 5019.

The condition of the students above is very concerning, if analyzed from the perspective of the independent curriculum, this phenomenon requires special treatment by the teacher. Teachers must accommodate the various needs of students and their learning styles. Student learning needs or student learning styles in the independent curriculum are divided into 3 (three), namely, Visual, Auditory, and Kinesthetic. Another cause that has an impact on student learning is the lack of differentiated learning for all subjects, this is suspected because there are several obstacles in the socialization of the independent curriculum itself.

The Principal of SMPN 1 Padalarang explained that SMPN 1 Padalarang has become a driving school in 2022, and SMPN 1 Padalarang became the 2nd batch in West Bandung Regency after following various requirements determined by the Ministry of Education and Culture and Technology. In terms of implementation, the independent curriculum at SMPN 1 Padalarang can only be implemented at 2 levels, namely grades 7 and 8 while in grade 9 it still uses the old curriculum, namely the 2013 curriculum. This certainly makes a slight difference in application in learning. Grades 7 and 8 have carried out the P5 project while grade 9 has not carried it out, this is also related to learning assignments, so to facilitate its implementation, the principal instructed each other to coordinate between subject teachers who use the Merdeka curriculum and the 2013 curriculum.

Another difference lies in the implementation of P5. P5 is a Pancasila Student Profile Strengthening Project which further fosters talents, interests, and good attitudes that are integrated with all Pancasila values but is not a learning related to the subject of students because P5 is co-curricular. P5 activities are carried out with a block system per week, namely grade 7 on Thursday and grade 8 on Tuesday. Every year P5 focuses on 3 projects whose report cards will be distributed once every 1 year with descriptions and not numbers.

The Principal of SMPN 1 Padalarang realizes that of the various problems of low student interest in learning, there is one factor that is thought to be a solution, namely improving the quality of teachers in teaching. The Principal of SMPN 1 Padalarang explained that of the many teachers, 2 teachers became mobilizing teachers, namely Dewi Nurani, S. Pd and Siti Fatimah, S. Pd, both of whom were also directly involved in the learning carried out in grades 7 and 8 in the Merdeka curriculum. Many things are obtained by the teacher after following the driving teacher, a concrete example is being able to take the principal or supervisor test qualifications.

For the new school year 2023-1, SMPN 1 Padalarang held a diagnostic test to apply differentiated learning in grade 7 and a psychological test to determine students' learning styles and find out students' talents and interests. Then each subject teacher also conducts subject diagnostic tests to measure background knowledge and the extent of students' understanding of the subject. Likewise, by grouping learning styles, teachers divide them into 3 parts, namely auditory, visual, and kinesthetic to make it easier for

teachers to provide material according to their learning styles so that they can easily receive the information provided. Likewise, students feel comfortable because they are united by one frequency of their slang terms.

Differentiated learning allows each teacher to meet and interact with students at a level proportional to their level of knowledge to then prepare their learning preferences. The existence of different levels of student interest in learning knowledge must be addressed by each teacher by displaying content differentiation and various approaches that can ensure that all learning materials have been adapted to the needs of students who have different abilities. However, the fact is that there are still many teachers of SMPN 1 Padalarang who are confused about its application. Even though they have participated in independent curriculum socialization activities and differentiated learning workshops, there are still teachers who present learning planning incorrectly. Even so, teachers are also not able to choose a learning model that suits student learning conditions, student interests, and student learning styles.

In response to this, the UNINUS PKM Team collaborated with the Head of SMPN 1 Padalarang to carry out PKM activities in the form of assistance in implementing differentiated learning with a focus on four factors that play a role in improving this differentiated learning, namely: content, process, product, and learning environment. In principle, in this differentiated learning, the learning objectives in the classroom must be the same even though the teaching materials, assessment, and delivery methods can be different based on the needs of each student. This PKM activity was carried out as an effort to solve the problem of low student interest in learning.

This PKM activity aims to assist teachers in implementing differentiated learning in the independent curriculum of SMPN 1 Padalarang as an effort to increase students' low interest in learning. In addition, another goal is to identify the advantages and disadvantages of implementing differentiated learning in the independent curriculum of SMPN 1 Padalarang.

PKM activities with the theme of differentiated learning assistance have been carried out including by Eshariyani with the results of this PkM activity namely: (1) teachers gain additional knowledge related to differentiated learning; (2) teachers can prepare differentiated learning lesson plans; and (3) teachers can implement differentiated learning at all grade levels, especially at the elementary school level.¹² The next PKM was conducted by Mastuti with the result that each participant was able to make differentiated lesson plans well and could practice learning that favors students.¹³

¹² Eshariyani Eshariyani et al., "Pendampingan Guru Sekolah Dasar Dalam Pelaksanaan Pembelajaran Berdiferensiasi Pada Komunitas Belajar Kelompok Kerja Guru Di Kota Palangka Raya: Assistance for Elementary School Teachers in the Implementation of Differentiated Learning in the Teacher Work," *PengabdianMu: Jurnal Ilmiah Pengabdian kepada Masyarakat* 8, no. 6 (2023): 841-847.

¹³ Ajeng Gelora Mastuti, Abdillah Abdillah, and Maya Rumodar, "Peningkatan Kualitas Pembelajaran Guru Melalui Workshop Dan Pendampingan Pembelajaran Berdiferensiasi," *JMM (Jurnal Masyarakat*

The difference with our team's PKM lies in the method of implementation, the focus on increasing interest in learning, and the different levels of education that are the objects of service. This is a novelty in this PKM activity.

Method

Community Service Activities (PKM) were carried out at SMPN 1 Padalarang, West Bandung Regency. This activity involved Science Teachers, Social Studies Teachers, Civic Education Teachers, Indonesian Language Teachers, and Mathematics Teachers from classes VII, VIII, and IX so there were 15 participants. This community service activity was carried out by a team of servants consisting of one lecturer and four students of the Master of Education Administration Study Programme of the Postgraduate School of Universitas Islam Nusantara Bandung.

The approach used during the implementation of this community service activity uses a service learning approach. Service learning is a learning approach that applies theory into direct practice for oneself, others, and the environment.¹⁴ The application of the service learning method can be done in three stages, namely the preparation stage, the service stage, and the reflection stage.¹⁵

The preparation stage is carried out by first surveying the location of partners and the conditions of partners related to the application of differentiated learning. After the survey, interviews and discussions were held directly with partners regarding the problems faced related to learning interest and differentiated learning. After obtaining the information needed, the PKM team prepared the material by compiling a module on the application of differentiated learning.

The next stage is the service stage. This stage begins with conducting theoretical socialization related to differentiated learning to teachers at SMPN 1 Padalarang, West

Mandiri) 6, no. 5 (2022).

¹⁴ Lori A Pakulski, "Addressing Qualified Personnel Shortages for Children Who Are Deaf or Hard of Hearing With an Interdisciplinary Service Learning Program," *American Journal of Audiology* 20, no. 2 (December 1, 2011): S203-S219, [https://doi.org/10.1044/1059-0889\(2011/11-0005\)](https://doi.org/10.1044/1059-0889(2011/11-0005)).

¹⁵ Ifit Novita Sari and Dwi Fita Heriyawati, "Pendampingan Penulisan Artikel Ilmiah Bagi Komunitas Guru Sekolah Dasar Melalui Service Learning Approach Di Kecamatan Sukun Kota Malang," *Engagement: Jurnal Pengabdian Kepada Masyarakat* 4, no. 2 (2020): 563-573, <http://engagement.fkdp.or.id/index.php/engagement/article/view/141>; Muh Barid Nizarudin Wajdi et al., "Pendampingan Redesign Pembelajaran Masa Pandemi Covid-19 Bagi Tenaga Pendidik Di Lembaga Pendidikan Berbasis Pesantren Di Jawa Timur," *Engagement: Jurnal Pengabdian Kepada Masyarakat* 4, no. 1 SE-Articles (May 31, 2020), <http://engagement.fkdp.or.id/index.php/engagement/article/view/193>; Leora S Waldner, Murray C Widener, and Sue Y McGorry, "E-Service Learning: The Evolution of Service-Learning to Engage a Growing Online Student Population," *Journal of Higher Education Outreach and Engagement* 16, no. 2 (2012): 123-150; Amang Fathurrohman et al., "Peningkatan Kapasitas Fotografer Pemula Melalui Sekolah Fotografi Online (SeFO) Tingkat Jawa Timur Untuk Mewujudkan Fotografer Mahir Dengan Handphone Di Masa Pandemi Covid-19," *Soeropati: Journal of Community Service* 2, no. 2 (2020): 111-118.

Bandung Regency online. After that, conducting Group Discussions and mentoring the implementation of differentiated learning in the classroom based on the Merdeka curriculum.

In the final stage, evaluation and monitoring of the implementation of differentiated learning by teachers through academic supervision carried out by the Principal of SMPN 1 Padalarang. In addition, a form of reflection is carried out in the form of submitting a partner satisfaction questionnaire and evaluating the partner's condition after the implementation of assistance. This questionnaire is intended to measure partner satisfaction and level of understanding. The results of academic supervision conducted on teachers who implement differentiated learning are then given a follow-up as a form of improvement and coaching on the ability of teachers to organize differentiated learning.

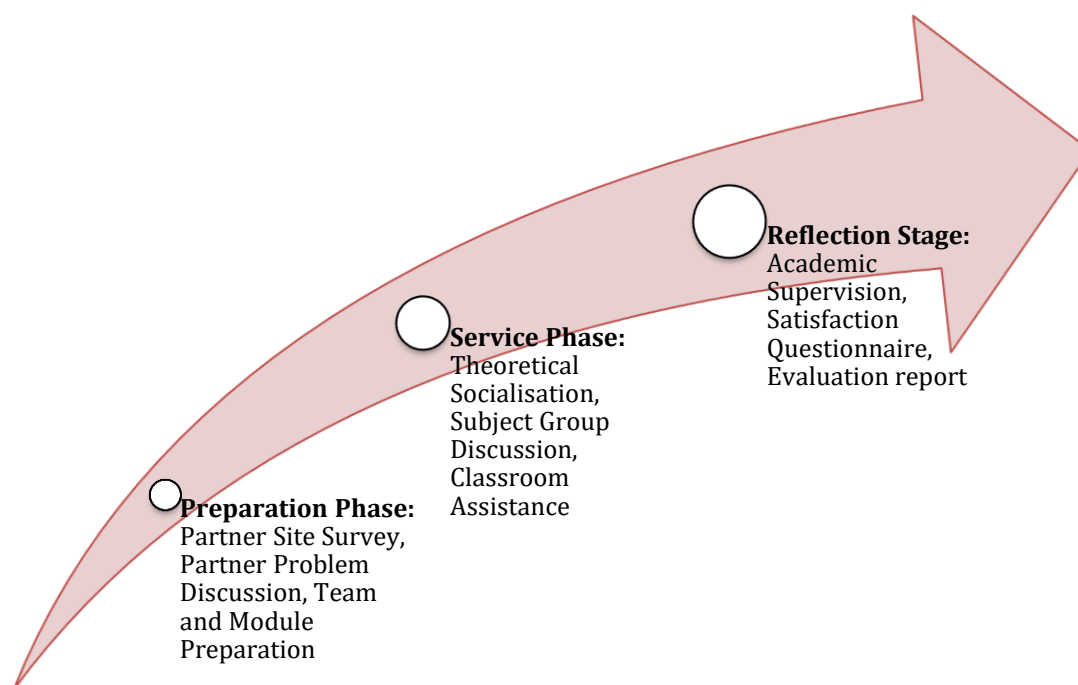


Figure 1. Stages of Service Activities Based on Service Learning

Result

Preparation for Teacher Assistance in Increasing Potential-based Student Learning Interest

Preparation for this mentoring activity was carried out through discussions and interviews at the partner location survey at SMPN 1 Padalarang. The results of the discussion showed low student interest in learning during learning. The low interest in student learning is evidenced by several phenomena such as students getting tired quickly and tending to despair in listening to explanations from teachers, students do not

focus on the instructions given by the teacher in working on problems, many students complaining when filling out LKPD and students often go in and out of class when learning takes place.

This situation is a common concern between the principal and all teachers to find solutions related to low student interest in learning. One of the efforts that can be made is to provide a differentiated approach to classroom learning. However, it is unfortunate that teachers have not been able to understand and practice differentiated learning.

Based on these problems, the principal and the UNINUS service team took the initiative to provide intensive assistance and implementation of differentiated learning. Furthermore, in this preparation stage, the service team prepared a schedule and differentiated learning modules.

Mentoring Services for Teachers to Increase Student Learning Interest through the Implementation of Differentiated Learning

To get a full understanding of differentiated learning, the mentoring team started this service by organizing the Theoretical Socialisation of Differentiated Learning. The theoretical socialization of differentiated learning was carried out using the online method. The theoretical socialization activity was attended by 15 participants consisting of 3 science teachers, 3 social studies teachers, 3 civic education teachers, 3 Indonesian language teachers, and 3 mathematics teachers of SMPN 1 Padalarang. This socialization activity, activity began with a speech by Suhartono, S.Pd.I., M.M. as the head of SMPN 1 Padalarang. Furthermore, the community service team gave an explanation related to Differentiated Learning and its application in the classroom, especially at the junior high school level.



Figure 2. Theoretical Socialization of Differentiated Learning by the UNINUS PKM Team at SMPN 1 Padalarang via Zoom meet

To improve the knowledge and skills of teachers as partners in implementing differentiated learning in schools, the PKM team provided explanations starting from (a) diagnostic assessment in differentiated learning; (b) the concept of differentiated learning; (c) the characteristics of differentiated learning; (d) the basic principles of differentiated learning; and (e) differentiated learning strategies which include: process differentiation, content differentiation, and product differentiation.

After obtaining conceptual knowledge and information related to differentiated learning, the PKM team continued its activities offline by providing opportunities for teachers to conduct group discussions that were distributed in each group with research members to guide group discussions related to the explanations that had been conveyed in the previous socialization.

Then proceed with the process of assisting teachers in developing differentiated learning lesson plans. The PkM team assisted while the teachers were preparing the lesson plans. After the lesson plans were completed, all PKM team members checked/corrected the lesson plans that had been made. For lesson plans that are still not by the criteria and standards mandated in the curriculum, teachers will be given guidance to make improvements and refinements.



Figure 3. Science Teacher Group Discussion and PKM team

Reflection; Teacher assistance in Increasing Student Learning Interest based on potential through the Implementation of Differentiated Learning

At this stage, the principal together with the Field Supervisor conducts academic supervision of teachers at SMPN 1 Padalarang. This supervision occurs when differentiated learning is implemented in the classroom. This academic supervision process is a form of assessment and evaluation conducted by the principal to the teachers of SMPN 1 Padalarang. The results of this academic supervision provide an overview of the extent to which differentiated learning is successfully implemented by the teachers.

The academic supervision conducted by the principal and DPL of the PKM team covers several aspects, namely:

1. Visiting the class when the teacher is carrying out the differentiated learning process.
2. Observing the implementation of learning in the classroom.
3. Holding a joint meeting with the entire teachers' council to analyze the results of the academic supervision that has been carried out.



Figure 4. Assistance in implementing differentiated learning in science subjects and Mathematics subjects

Figures 4 above explain that the Science Teacher is Mrs. Rd Rini, S.Pd., and the Maths Teacher is Mrs. Mutiara Pratiwi, M.Pd., both of whom practice differentiated learning in both subjects on grade VIII students and are being supervised by the Principal and DPL of the PKM Team. Teachers give different tasks to each student because they see the results of the diagnostic test before the initial learning begins. Diagnostic tests are tests used to find out the strengths and weaknesses of students when learning something so that the results can be used as a basis for providing follow-up. This makes it easier for teachers to objectively assess each student with different abilities but get the same learning experience. Overall, the average student is weak in the subject area of Mathematics, because initially they are bored seeing numbers, and literacy formulas or story problems are rarely done in learning first so they feel bored and even afraid because the basic or basic counting of students is still lacking. Unlike in science subjects, where there is material or reading that makes students not feel bored and can talk, even though there are some counting questions like in Mathematics subjects. This is a weakness and also a challenge for teachers to find methods or ways or strategies that are suitable for students so that students better understand and understand learning that is adjusted to the daily context.

Furthermore, the results of the academic supervision that has been carried out are as follows:

1. There is an increase in students' interest in participating in the learning process (especially in subjects that are often of the subjects that are less favored by students);

and

2. There is an increase in teacher skills in innovating learning materials and resources used in the learning process.

The reflection results of the intensive mentoring provided to SMPN 1 Padalarang teachers on differentiated learning, there are changes in both knowledge and skills, with details presented in Table 2.

Table 2. Reflection on the Results of Teacher Assistance in Implementing Differentiated Learning to increase students' interest in learning

No	Before Assistance	During Assistance	After Assistance
1	Teachers are not yet fully knowledgeable about differentiated learning	Provided with Knowledge Insights on differentiated learning	95% of Teachers understand knowledge about differentiated learning
2	Teachers do not fully have the knowledge and skills to develop lesson plans RPP	Provided with insights/knowledge and trained per subject group in developing lesson plans	90% Teachers understand and have practical skills in developing differentiated lesson plans
3	Students do not have an interest in learning.	Content differentiation refers to the customization of material taught to learners based on their level of learning readiness, interests, or learning profile (Visual, Auditory, Kinesthetic).	90% of students are interested in learning eagerly with content differentiation.
4	Teachers do not have a special discussion forum for deepening differentiated learning.	Provided space and established a discussion forum for learning differentiation	Establishment of a differentiated learning group with the name differentiated teacher group
5	Teachers do not have a leader in differentiated learning groups	A teacher leader is selected in a democratic and open manner	Chosen a leader who focuses on the sustainability and existence of differentiated learning studies and its development.

The teachers also experienced a change in mindset from initially finding it difficult to solve the problem of low student interest in learning, with this PKM activity teachers have practical skills, especially in presenting differentiated material to foster student interest in learning. In addition, teachers conduct planning for 1 semester in their community, meaning that in MGMP (Subject Teacher Consultation) schools teachers determine learning objectives and KKTP to suit students and the environment. Then every 1 month the community holds a reflection for evaluation and follow-up on learning objectives. Sometimes teachers also conduct case studies to see the development of students in receiving learning so that we can determine teaching methods and techniques for the future.

Discussion

This PKM activity is carried out in 3 stages, namely first, carrying out theoretical outreach related to differentiated learning to teachers, second, group discussions and assistance in implementing differentiated learning in the classroom, and third, evaluating the implementation of differentiated learning by teachers through academic supervision carried out by the SMPN Principal. 1 Padalarang and DPL PKM Team.

Theoretical outreach activities related to differentiated learning to teachers begin by explaining (a) diagnostic assessment in differentiated learning, (b) the concept of differentiated learning; (c) characteristics of differentiated learning; (d) basic principles of differentiated learning; and (e) differentiated learning strategies which include: process differentiation, content differentiation, and product differentiation. This differentiated learning is learning that is centered on the needs and abilities of students at school. In its implementation, differentiated learning is carried out with a focus on achieving certain goals. In addition, in the context of differentiated learning, special attention is given to several components, especially those related to readiness, interests, and student profiles. This approach involves combining all the differences that each student has so that in the end they can produce ideas, insights, information, and even be able to present images expressively as a result of the learning process.

Results The theoretical socialization related to differentiated learning above is in line with what Laia et al expressed that in essence, differentiated learning strategies are an attempt to adjust the learning process in the classroom which is oriented towards achieving goals.¹⁶ This is in line with Herwina who stated that the differentiated learning strategy is an attempt to adapt the learning process in the classroom to meet the learning needs of each individual.¹⁷ The adjustments in question are related to students' interests, learning profiles, and readiness to achieve improved learning outcomes. Meanwhile, Andini explained that differentiation learning means mixing all the differences to get information, create ideas, and express what they learn.¹⁸

Differentiated learning in the Merdeka Curriculum has been implemented at SMPN 1 Padalarang in almost all subjects. Because with differentiated learning teachers can assess students objectively, and students also feel helped by differentiated learning. Despite various obstacles and challenges, the Independent Curriculum frees students to respond well to the learning they are interested in. In full accordance with Ki Hajar Dewantara's mandate, namely, education is an effort that promotes the growth of moral

¹⁶ Indah Septa Ayu Laia, "Pengaruh Strategi Pembelajaran Berdiferensiasi Terhadap Hasil Belajar Peserta Didik SMA Negeri 1 Lahusa" (2022).

¹⁷ Herwina, "Optimalisasi Kebutuhan Murid Dan Hasil Belajar Dengan Pembelajaran Berdiferensiasi."

¹⁸ Dinar Westri Andini, "Differentiated Instruction: Solusi Pembelajaran Dalam Keberagaman Siswa Di Kelas Inklusif," *Trihayu: Jurnal Pendidikan Ke-SD-An* 2, no. 3 (2016).

education (inner strength and character), mind, and body of children.¹⁹ This means that as educators we guide the growth of students with their talents and interests.

During the implementation process, it turned out that teachers had to face many challenges, for example, teachers had to learn how they could create fun learning methods for students so that they were interested and could learn well. Apart from that, there are still many students who lack focus in learning so the application of this learning is not optimal for some students. Science and Mathematics subjects are subjects that some students are not very interested in because these subjects are considered difficult for them. The role of the teacher here is very important, how the teacher can teach his students with effective learning methods or strategies. Overcoming these obstacles requires the role of teachers, schools, parents, and related parties.

Using differentiated learning in the independent curriculum has the advantage of detecting students' interests, talents, and potential in more detail and according to each child's background.²⁰ Therefore, differentiated learning is a very relevant approach to apply. However, the weakness in implementing differentiated learning in our schools is that there is still a dualism in the curriculum, namely the independent curriculum and the 2013 curriculum. Therefore, not all students have undergone diagnostic tests to identify or discover their learning styles.²¹ Several steps that can be taken to overcome these weaknesses are to apply the independent curriculum evenly so that differentiated learning can be experienced by all students. Apart from that, the use of diagnostic tests per subject can also be applied to assess students' abilities before starting learning, even though they still use the 2013 curriculum.²²

Conclusion

Teacher assistance in implementing differentiated learning at SMPN 1 Padalarang is an *ijtihadi* part of solving the problem of low student interest in learning. Through service learning, the team assists in ensuring that each teacher can prepare lesson plans with content differentiation, process differentiation, and product differentiation. This assistance was able to provide significant changes in the knowledge and practical skills of SMPN 1 Padalarang teachers in developing lesson plans.

¹⁹ Rahmawati Rahmawati, "PANDANGAN KI HADJAR DEWANTARA TENTANG KONSEP PENDIDIKAN ANAK USIA DINI" (IAIN Purwokerto, 2020).

²⁰ Andi Saddia et al., "Pelatihan Penyusunan Rencana Pelaksanaan Pembelajaran (RPP) Berdiferensiasi Pada Guru Madrasah Ibtidayah," *Jurnal Pengabdian Masyarakat (Abdira)* Vol 3, no. 1 (2023).

²¹ Fitria Martanti et al., "Penguatan Profil Pelajar Pancasila Melalui Pembelajaran Diferensiasi Pada Mata Pelajaran IPS Di Sekolah Penggerak," in *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*, vol. 5, 2022, 412–417.

²² Pretty Nurwhite Tika et al., "PENGEMBANGAN INSTRUMEN TES DIAGNOSTIK THREE-TIER PADA PEMBELAJARAN SISTEM EKSRESI BERDIFERENSIASI," *Bio-Lectura: Jurnal Pendidikan Biologi* 10, no. 2 (2023): 167–182.

The results of improving the ability of these teachers are reflected in the evaluation results, which are obtained through academic supervision conducted by the principal. This supervision is conducted when the differentiated learning process takes place in the classroom, ensuring that teachers can apply learning well by the established standards.

Acknowledgments

Firstly, the author would like to express his deepest gratitude to the honorable Prof. Dr. H. Endang Komara, M.Si. and Dr. Suharyanto H. Soro, M.Pd. as Lecturer in the Philosophy and Theory of Educational Administration course, who has devoted time, energy and thoughts as well as useful suggestions for the preparation of this study. The author does not forget to thank the Principal of SMPN 1 Padalarang who has accepted the PKM team to carry out community service activities.

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