

ABSTRAK

STUDI KASUS : PENERAPAN DAN TANTANGAN PEMBELAJARAN BERDIFERENSIASI MENURUT PERSPEKTIF GURU DAN PESERTA DIDIK

Stella Claren Duha
Universitas Sanata Dharma
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Penelitian ini bertujuan untuk menganalisis penerapan pembelajaran berdiferensiasi serta mengidentifikasi berbagai tantangan yang dihadapi guru dan peserta didik dalam proses pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus yang dilaksanakan di SD “Tadika Mesra” Yogyakarta. Subjek penelitian terdiri atas dua guru dan tiga peserta didik. Teknik pengumpulan data dilakukan melalui wawancara, observasi kelas dan dokumentasi. Data dianalisis menggunakan model analisis Miles dan Huberman yang meliputi reduksi data, penyajian data serta penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru telah memiliki pemahaman dasar mengenai pembelajaran berdiferensiasi sebagai pembelajaran yang disesuaikan dengan kebutuhan dan kemampuan peserta didik, namun pemahaman tersebut belum sepenuhnya mendalam, terutama terkait prinsip dan elemen pembelajaran berdiferensiasi secara komprehensif. Dalam penerapan, pembelajaran dirancang berdasarkan hasil asesmen dan observasi pembelajaran sebelumnya, kemudian diimplementasikan melalui diferensiasi konten, proses, produk dan lingkungan belajar. Adapun tantangan yang dihadapi guru meliputi kesulitan dalam mengakomodasi keberagaman peserta didik, minimnya waktu, keterbatasan fasilitas dan bahan ajar serta kesulitan dalam melakukan pendampingan. Sementara itu, tantangan yang dihadapi oleh peserta didik meliputi kesulitan dalam memahami materi pembelajaran, kurangnya kepercayaan diri, serta kebutuhan penyesuaian terhadap perbedaan tugas yang diberikan. Penelitian ini memberikan gambaran mengenai penerapan pembelajaran berdiferensiasi di sekolah dasar beserta berbagai tantangan yang muncul dalam praktik pembelajaran.

Kata kunci : Penerapan Pembelajaran Berdiferensiasi, Tantangan Pembelajaran Berdiferensiasi, Perspektif Guru dan Peserta Didik

ABSTRACT

***CASE STUDY: THE IMPLEMENTATION AND CHALLENGES OF
DIFFERENTIATED LEARNING FROM THE PERSPECTIVE OF TEACHERS AND
STUDENTS***

Stella Claren Duha
Sanata Dharma University
2026

This study aims to analyze the implementation of differentiated learning and identify various challenges faced by teachers and students in the learning process. This study used a qualitative approach with a case study method conducted at SD "Tadika Mesra" Yogyakarta. The research subjects consisted of two teachers and three students. Data collection techniques were carried out through interviews, classroom observations, and documentation. Data were analyzed using the Miles and Huberman analysis model, which includes data reduction, data presentation, and drawing conclusions. The results showed that teachers have a basic understanding of differentiated learning as learning tailored to the needs and abilities of students, but this understanding is not fully in-depth, especially regarding the principles and elements of differentiated learning comprehensively. In the implementation, learning is designed based on the results of previous assessments and observations, then implemented through differentiation of content, processes, products, and learning environments. The challenges faced by teachers include difficulties in accommodating student diversity, limited time, limited facilities and teaching materials, and difficulties in providing mentoring. Meanwhile, challenges faced by students include difficulty in understanding learning materials, lack of confidence, and the need to adjust to differences in assigned tasks. This study provides an overview of the implementation of differentiated learning in elementary schools along with various challenges that arise in learning practices.

Keywords: *The Implementation of Differentiated Instruction, Challenges in Differentiated Instruction, Perspectives of Teachers and Students*