

ABSTRAK

**PENGALAMAN SERTA TANTANGAN GURU DAN MURID DALAM
MENGIMPLEMENTASIKAN PEMBELAJARAN BERDIFERENSIASI DI KELAS IV
SD**

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Keberagaman karakteristik dan kebutuhan belajar peserta didik di sekolah dasar menuntut adanya transformasi pedagogis melalui penerapan pembelajaran berdiferensiasi, namun dalam praktiknya guru seringkali menghadapi berbagai hambatan institusional dan teknis. Penelitian ini bertujuan mendeskripsikan pengalaman serta tantangan guru dan peserta didik dalam mengimplementasikan pembelajaran berdiferensiasi di kelas atas SD Negeri X. Menggunakan pendekatan kualitatif jenis studi kasus, data dikumpulkan melalui wawancara, observasi, dan dokumentasi terhadap satu kepala sekolah, dua guru kelas, dan dua peserta didik. Hasil penelitian menunjukkan bahwa pihak sekolah telah memahami konsep dasar diferensiasi isi, proses, dan produk. Implementasi dilakukan melalui variasi media dan metode yang adaptif. Namun, pelaksanaan belum optimal akibat keterbatasan waktu, fasilitas, beban kerja guru, serta adanya mispersepsi peserta didik mengenai keadilan tugas yang berbeda. Meskipun demikian, strategi ini ditemukan berkontribusi pada peningkatan motivasi, keterlibatan, dan rasa percaya diri peserta didik. Penelitian ini mengungkap bahwa keberhasilan diferensiasi bergantung pada kreativitas guru, dukungan sekolah, dan budaya kelas yang inklusif. Temuan ini mengindikasikan bahwa pelatihan lanjutan mengenai asesmen diagnostik dan pengembangan modul ajar adaptif merupakan kebutuhan yang perlu mendapat perhatian dari pihak sekolah dan pemangku kebijakan.

Kata Kunci : Pembelajaran Berdiferensiasi, Tantangan, Pengalaman, Guru, Peserta didik.

ABSTRACT

*EXPERIENCES AND CHALLENGES FACED BY TEACHERS AND STUDENTS IN
IMPLEMENTING DIFFERENTIATED INSTRUCTION IN FOURTH GRADE ELEMENTARY
SCHOOL CLASSROOMS*

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The diversity of students' characteristics and learning needs in elementary schools calls for pedagogical transformation through the implementation of differentiated instruction; however, in practice, teachers often face various institutional and technical barriers. This study aims to describe the experiences and challenges of teachers and students in implementing differentiated instruction in upper-grade classes at SD Negeri X. Using a qualitative case study approach, data were collected through interviews, observations, and documentation involving one school principal, two classroom teachers, and two students. The results indicate that the school has understood the basic concepts of content, process, and product differentiation. Implementation is carried out through adaptive variations in media and methods. However, implementation has not been optimal due to time constraints, limited facilities, teachers' workloads, and students' misperceptions regarding the fairness of different tasks. Nevertheless, this strategy was found to contribute to increased student motivation, engagement, and self-confidence. This study reveals that the success of differentiation depends on teacher creativity, school support, and an inclusive classroom culture. These findings indicate that further training on diagnostic assessment and the development of adaptive teaching modules is a need that requires attention from schools and policymakers.

Keywords: Differentiated Instruction, Challenges, Experiences, Teachers, Students.