

ABSTRAK

STUDI KASUS: STUDI KUALITATIF TENTANG IMPLEMENTASI DAN TANTANGAN PEMBELAJARAN BERDIFERENSIASI DI KELAS I

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Penelitian ini dilatarbelakangi oleh keberagaman karakteristik peserta didik di kelas I sekolah dasar yang meliputi perbedaan kemampuan, minat, gaya belajar, serta kesiapan belajar. Kondisi tersebut menuntut guru untuk menerapkan pembelajaran berdiferensiasi agar kebutuhan belajar setiap peserta didik dapat terpenuhi secara optimal. Namun, dalam praktiknya, implementasi pembelajaran berdiferensiasi masih menghadapi berbagai tantangan, terutama pada jenjang kelas rendah yang memiliki karakteristik peserta didik yang unik dan membutuhkan pendekatan khusus.

Penelitian ini bertujuan untuk mendeskripsikan implementasi pembelajaran berdiferensiasi serta mengidentifikasi berbagai tantangan yang dihadapi guru dalam pelaksanaannya di kelas I sekolah dasar tanpa melibatkan perspektif siswa. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Subjek penelitian terdiri dari guru kelas I dan pihak terkait di lingkungan sekolah. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi.

Hasil penelitian menunjukkan bahwa implementasi pembelajaran berdiferensiasi telah dilakukan melalui penyesuaian konten, proses, dan produk pembelajaran sesuai dengan kebutuhan peserta didik. Guru menggunakan berbagai strategi seperti pengelompokan fleksibel, variasi metode pembelajaran, serta penggunaan media yang beragam. Namun, dalam pelaksanaannya terdapat beberapa tantangan, antara lain keterbatasan waktu, jumlah peserta didik yang cukup banyak, perbedaan kemampuan yang signifikan, serta keterbatasan pemahaman guru dalam merancang pembelajaran berdiferensiasi secara optimal.

Penelitian ini diharapkan dapat memberikan gambaran mengenai praktik pembelajaran berdiferensiasi di kelas I serta menjadi bahan refleksi bagi guru dan pihak sekolah dalam meningkatkan kualitas pembelajaran yang lebih inklusif dan responsif terhadap kebutuhan peserta didik.

Kata kunci: pembelajaran berdiferensiasi, studi kualitatif, studi kasus, kelas I sekolah dasar

ABSTRACT

CASE STUDY: QUALITATIVE STUDY ON THE IMPLEMENTATION AND CHALLENGES OF DIFFERENTIATED INSTRUCTION IN GRADE I

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This study is motivated by the diversity of student characteristics in Grade I of elementary school, including differences in ability, interest, learning style, and readiness. Such conditions require teachers to implement differentiated instruction to optimally meet each student's learning needs. However, in practice, the implementation of differentiated instruction faces several challenges, especially at the early grade level where students have unique characteristics and require special approaches.

This study aims to describe the implementation of differentiated instruction and identify the challenges faced by teachers in its execution in Grade I classrooms without involving student perspectives. The research employed a qualitative approach using a case study design. The subjects of the study were Grade I teachers and relevant school staff. Data were collected through observations, interviews, and documentation.

The results showed that differentiated instruction was implemented through adjustments in content, process, and product according to students' needs. Teachers applied strategies such as flexible grouping, varied teaching methods, and diverse learning media. Nevertheless, several challenges were encountered, including limited time, large class sizes, significant differences in student abilities, and limited teacher understanding in designing optimal differentiated instruction.

This study is expected to provide insights into differentiated instruction practices in Grade I and serve as a reflection for teachers and schools in improving more inclusive and responsive learning.

Keywords: differentiated instruction, qualitative study, case study, Grade I, elementary school.