

ABSTRAK

IMPLEMENTASI DAN TANTANGAN PENERAPAN PEMBELAJARAN BERDIFERENSIASI MENURUT GURU DAN SISWA DI SDN X KELAS III

Jesika Manao

Universita Sanata Dharma

2026

Penelitian ini bertujuan untuk mengetahui pengetahuan guru mengenai konsep pembelajaran berdiferensiasi, mendeskripsikan implementasinya di kelas, mengidentifikasi tantangan yang dihadapi guru, serta mendeskripsikan strategi guru dalam mengatasi tantangan tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang dilaksanakan di salah satu Sekolah Dasar Negeri di wilayah Yogyakarta. Subjek penelitian terdiri atas satu guru kelas III dan tiga siswa kelas III. Data dikumpulkan melalui wawancara semi terstruktur, observasi non-partisipatif, dan dokumentasi, kemudian dianalisis menggunakan model Miles, Huberman, dan Saldana. Hasil penelitian menunjukkan bahwa guru memahami konsep pembelajaran berdiferensiasi, namun perencanaan diferensiasi belum tercantum secara eksplisit dalam RPP. Implementasi pembelajaran berdiferensiasi tampak melalui penyesuaian konten, proses, produk, dan lingkungan belajar, termasuk penggunaan pertanyaan pemantik untuk menggali pengetahuan awal siswa, pengelompokan berdasarkan kemampuan, *scaffolding*, dan *peer tutoring*. Tantangan yang dihadapi guru meliputi keterbatasan waktu, jumlah siswa yang banyak, kondisi siswa yang belum dapat membaca dan menulis secara mandiri, keterbatasan sarana, serta batasan tujuan pembelajaran. Untuk mengatasi tantangan tersebut, guru menerapkan berbagai strategi, yaitu *scaffolding* bertahap, *peer tutoring*, pengelompokan siswa berdasarkan kemampuan, pemanfaatan sarana alternatif, manajemen waktu, penyesuaian metode pembelajaran, dan komunikasi dengan orang tua. Penelitian ini menunjukkan bahwa implementasi pembelajaran berdiferensiasi telah dilaksanakan sesuai dengan kondisi dan kebutuhan siswa, meskipun masih menghadapi berbagai keterbatasan dalam pelaksanaannya.

Kata kunci: implementasi pembelajaran berdiferensiasi, tantangan pembelajaran berdiferensiasi, strategi guru, studi kasus, sekolah dasar.

ABSTRACT

**IMPLEMENTATION AND CHALLENGES OF DIFFERENTIATED
LEARNING ACCORDING TO TEACHERS AND STUDENTS IN
CLASS III OF SDN X**

Jesika Manao

Sanata Dharma University

2026

This study aimed to examine teachers' knowledge of the concept of differentiated learning, describe its implementation in the classroom, identify the challenges encountered by teachers, and explain the strategies they employed to overcome those challenges. This study employed a qualitative approach with a case study design conducted at a public elementary school in Yogyakarta. The participants consisted of one third-grade teacher and three third-grade students. Data were collected through semi-structured interviews, non-participant observation, and documentation, and were analyzed using the interactive model of Miles, Huberman, and Saldana. The findings revealed that the teacher understood the concept of differentiated learning; however, differentiated learning planning had not been explicitly documented in the lesson plan. The implementation of differentiated learning was reflected in the adaptation of content, process, product, and learning environment, including the use of prompting questions to explore students' prior knowledge, ability-based grouping, scaffolding, and peer tutoring. The challenges encountered by the teacher included limited time, a large number of students, students who had not yet mastered basic reading and writing skills, limited learning facilities, and centrally determined learning objectives. To address these challenges, the teacher implemented several strategies, namely gradual scaffolding, peer tutoring, ability-based grouping, the use of alternative learning facilities, time management, instructional method adjustment, and communication with parents. The findings indicate that differentiated learning has been implemented in accordance with students' learning conditions and needs, although its implementation is still constrained by various limitations.

Keywords: *differentiated learning, implementation of differentiated learning, learning challenges, teacher strategies, case study, elementary school.*