Innovative Learning Strategies (Differentiated Learning Perspective on Merdeka Curriculum)

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Abstract

Innovative learning strategies are essential approaches in addressing global challenges and rapid technological developments in the era of the Merdeka Curriculum. From the perspective of differentiated learning, this approach views each learner as a unique individual with different needs, interests, and learning styles. This article discusses innovative learning strategies that can be applied in the context of the Merdeka Curriculum, with a focus on differentiated learning. Firstly, emphasis is placed on the use of technology as a learning tool. Utilizing online platforms, educational applications, and learning software can facilitate differentiation in presenting materials and adjusting the level of difficulty according to each student's abilities. Secondly, project-based approaches are integrated into learning to stimulate creativity and problem-solving. These projects can be tailored to the interests and talents of students, creating meaningful learning experiences. Furthermore, cooperative and collaborative learning strategies are implemented to enhance social interaction and student engagement. Through group cooperation, learners can support and understand each other's differences. The importance of formative assessment is also highlighted in this article. By providing regular feedback, teachers can understand the development of each student and devise appropriate differentiation strategies. In implementing these innovative learning strategies, the role of the teacher as a facilitator is crucial. Teachers need to have the skills to identify the individual needs of students, design challenging activities, and provide appropriate support. This article contributes to an understanding of how innovative learning in the perspective of differentiated learning can be integrated into the Merdeka Curriculum. By adopting these strategies, it is expected to create an inclusive, supportive, and stimulating learning environment that fosters the development of each student's potential.

Abstrak

Pembelajaran inovatif merupakan pendekatan yang penting dalam menghadapi tantangan global dan perkembangan pesat teknologi di era Kurikulum Merdeka. Dalam perspektif pembelajaran diferensiasi, pendekatan ini memandang setiap peserta didik sebagai individu yang unik dengan kebutuhan, minat, dan gaya belajar yang berbeda. Artikel ini membahas strategi pembelajaran inovatif yang dapat diterapkan dalam konteks Kurikulum Merdeka dengan fokus pada pembelajaran diferensiasi. Pertama, penekanan diberikan pada penggunaan teknologi sebagai alat bantu pembelajaran. Pemanfaatan platform daring, aplikasi edukasi, dan perangkat lunak pembelajaran dapat memfasilitasi diferensiasi dalam menyajikan materi dan menyesuaikan tingkat kesulitan sesuai dengan kemampuan masing-masing siswa. Kedua, pendekatan berbasis proyek diintegrasikan ke dalam pembelajaran untuk merangsang kreativitas dan pemecahan masalah. Proyek-proyek ini dapat disesuaikan dengan minat dan bakat siswa, menciptakan pengalaman pembelajaran yang bermakna. Selanjutnya, strategi pembelajaran kooperatif dan kolaboratif diterapkan untuk meningkatkan interaksi sosial dan keterlibatan siswa. Melalui kerja sama dalam kelompok, peserta didik dapat saling mendukung dan memahami perbedaan masing-masing. Pentingnya penilaian formatif juga disoroti dalam artikel ini. Dengan memberikan umpan balik secara berkala, guru dapat memahami perkembangan setiap siswa dan menyusun strategi diferensiasi yang sesuai. Dalam mengimplementasikan strategi pembelajaran inovatif ini, peran guru sebagai fasilitator menjadi krusial. Guru perlu memiliki keterampilan dalam mengidentifikasi kebutuhan individu siswa, merancang aktivitas yang menantang, dan memberikan dukungan yang tepat. Artikel ini memberikan kontribusi pada pemahaman tentang bagaimana pembelajaran inovatif dalam perspektif pembelajaran diferensiasi dapat diintegrasikan dalam Kurikulum Merdeka. Dengan mengadopsi strategi ini, diharapkan mampu menciptakan lingkungan pembelajaran yang inklusif, mendukung, dan merangsang perkembangan peserta didik sesuai potensi mereka masing-masing.

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1. INTRODUCTION

Education is a learning process in growing the whole potential that exists in humans. Supporting the educational process means preparing quality human resources. Humans who have grown with various potentials through education are capital in development. This is what is called that education is an investment in human resources (HR). The essence of education is character formation. Superior character can help humans become very important and needed resources in an organization. According to Sutaga (2022), good and superior character can help humans be ready to face various changes in scientific and technological progress and the various impacts they cause in various sectors of life.

Education units have not yet fully developed flexible curricula that are tailored to the needs of students in their respective schools. As is known, there are various types of students in schools or even classes who have different levels of learning readiness, interests, talents and learning styles. As a result, they need teaching services that are different from each other so that they can understand the competencies and learning materials based on their individual characteristics and uniqueness so that they can develop optimally. (Fadilla et al., 2021). Therefore, a learning process is needed that takes into account student characteristics and individual differences. Knowing the characteristics of students is very important for a teacher because it can be used as a guide for developing plans and tactics in carrying out the learning process. Whatever efforts are chosen and carried out by a teacher as a learning designer, if it does not rely on the characteristics of each individual student, then the learning process carried out and developed will not be meaningful for the students. (Ilham Farid1, Reka Yulianti2, Amin Hasan3, 2022).

Students' needs that are detected early will be an effective thing to do The teacher uses methods to achieve the learning objectives he carries out. This is as stated by Amiroh and Lilis (2019:29) that in the current era, learning media has made it easier for educators to achieve learning goals. Furthermore, essentially, the procedures taken always involve 1) formulating learning goals and targets in the subject; 2) determine and document the material that students have mastered; 3) placing material that has not been mastered to be more challenging by making productive use of the available time (Sujinah, 2012:247). This means that in classroom learning a teacher can adjust learning according to the learning needs of his students, namely by holding variations in differentiated learning (Trias et al., 2022).

2. RESEARCH METHOD

The research method we used to create this article is library research. Library research is a research activity carried out by collecting information and data with the help of various kinds of materials in the library such as reference books, results of previous similar research, articles, notes, and various journals related to the problem you want to solve. Activities are carried out systematically to collect, process and conclude data using certain methods/techniques to find answers to the problems faced (Sari & Asmendri, 2018).

3. RESEARCH RESULTS AND DISCUSSION

Differentiated Learning and Student Learning Needs

Differentiated learning must be rooted in meeting students' learning needs and how teachers respond to these learning needs by paying attention regarding the needs of its students, namely differentiated learning. Students' needs that are detected early will be an effective way for the teacher to implement ways to achieve the learning goals they carry out. This lesson teaches how teachers create a learning environment that invites students to learn and work hard to achieve high learning goals. Then make sure every student in the class knows that there will always be support for students throughout the process. In this learning, the teacher adds clear learning objectives for his students in accordance with the curriculum. Teachers carry out ongoing assessments so they can find out which students are falling behind and which students are progressing faster. Thus, this information will really help teachers in preparing learning according to the needs of their students, like this the changes we make through differentiated learning will not produce the results we hope for (Sutaga, 2022).

The differentiation learning strategy begins with identifying or mapping student learning needs. According to Tomlinson (2001) in his book entitled How to Differentiate instruction in Mixed ability Classroom, he said that we can categorize student learning needs based on at least 3 aspects (according to content differentiation), namely: 1) Student interest, 2) Student readiness to learn (readness). , 3) Student learning profile. So, in the context of classroom learning, differentiated learning is related to

three things, namely interest, learning profile and learning readiness. First, interest is an important motivator for students to be 'actively involved' in the learning process. By recognizing students' interests, teachers can plan interesting and meaningful learning. Recognition of students' interests can spur their motivation to learn. Determining student interests is certainly relatively easy. For example, questions are asked before starting a new lesson so that teachers can group students according to interesting learning aspects, and starting the school year with a learning interest questionnaire so that teachers can guide students in choosing learning materials. Other ways to find out student interests are by surveys, asking questions, and asking students to relate their interests to a topic of study. When teachers consider students' interests and relate them to learning, students feel that their diversity is recognized and valued. Tomlinson (2000) explains that considering students' interests in designing learning has goals including: 1) helping students realize that there is a match between school and their own desire to learn; 2) shows the connection between all learning; 3) using skills or ideas that are familiar to students as a bridge to learning ideas or skills that are foreign or new to them; and 4) increasing student motivation to learn (Herwina, 2021). Dewey in 1913 discussed the importance of interest and proposed two factors in building interest: identification and application. Dewey argued that if students recognize and identify themselves with learning activities, they will devote all their attention to the learning process. Therefore, Dewey proposed that a better way to teach is to arouse students' interest rather than forcing students to work hard (Nurhasanah & Sobandi, 2016).

Second, student learning profiles are related to many factors such as: language, culture, health, family circumstances, and other specificities. Apart from that, the learning profile is also related to a person's learning style. According to Tomlinson (Hockett, 2018) a student's learning profile is a student's preferred approach to learning, influenced by thinking style, intelligence, culture, background, gender, etc. Learning profiles differ from context to context. This is important so that students are not 'labeled'; based on learning profiles and grouped according to time periods. When students have ongoing opportunities to think and talk about how they learn best, they become more aware of their strengths and learning needs. Teachers also become more sensitive to students' individual differences. This is in line with the opinion of Marlina (2019) that the difference between traditional classes and differentiation classes is that in differentiation classes teachers recognize multiple intelligences more because learning is based on students' readiness, interests and learning profiles (Herwina, 2021).

Third, learning readiness (readiness) is the capacity to learn new material. An assignment that considers the student's level of readiness will take the student out of their comfort zone. However, with the right learning environment and adequate support, they can still master the new material. Understanding student learning readiness is an important concept in differentiated learning (Herwina, 2021).

Differentiation Strategy in Learning

There are 3 types of differentiation learning strategies used, namely differentiation of content, processes and products. Content differentiation is what we teach students, regarding readiness, interest and learning profile and a combination of the three, in this case the teacher's task is to provide materials and tools according to students' learning needs. Content differentiation can be done based on student readiness, student interests and student learning profiles as previously explained. Process differentiation starts from providing students with an understanding of the series of learning they will go through, such as conveying learning objectives, learning flow, and the final task of learning. After that, it starts with apperception, namely reminding them of their knowledge about understanding persuasive texts (Trias et al., 2022). Process Differentiation refers to how students understand or interpret what is learned. Process differentiation can be done by: 1) using tiered activities, 2) providing guides or challenges, 3) creating individual agendas for students, 4) varying the length of time, 5) developing various activities that can vary various learning styles, 6) using grouping which is flexible according to readiness, abilities ןind interests (Sutaga, 2022).

Each group works on a project collaboratively that is tailored to the students' abilities and learning style tendencies (Trias et al., 2022). Product differentiation is the result of students' work/performance in the form of something that has a form, in this case the teacher's task includes giving students choices to express the desired learning. Product differentiation can be done by: 1) providing challenges and diversity or variation, 2) giving students choices on how they can express the desired learning, according to the definition of differentiated learning is learning that gives students the freedom to increase their potential in accordance with their learning readiness. , the student's interests and learning profile (Sutaga, 2022).

In essence, the rationale for this differentiation is to give students freedom to express themselves according to their choice during learning. As is known, every student basically has strengths in certain fields, every student needs support from teachers to hone the fields they want and every student's brain is also unique and different. Apart from that, they also have the right not to stop learning, which means giving students the opportunity to explore themselves. These things are part of the values in the differentiation method in the learning process (Muhamad Saprudin, 2021). Based on the description above, according to the author, differentiated learning strategies can help teaching staff in implementing the independent curriculum program in schools, so that the effectiveness and objectives of the learning that have been designed can be achieved for each student..

4. CONCLUSION

In the independent curriculum, teachers are required to be able to prepare the learning process effectively so that the effectiveness and learning objectives that have been designed can be achieved. With the various characters possessed by students, it is a challenge for teachers, especially in providing differentiated learning, which is the practice of adapting the curriculum, teaching strategies, assessment strategies and classroom environment to the needs of all students. Differentiated classes provide different pathways for students to obtain content, to process information and ideas, and to develop learning products/outcomes that show the extent of understanding students have gained. Differentiated learning teaches how teachers create a learning environment that invites students to learn and work hard to achieve high learning goals. Then make sure every student in the class knows that there will always be support for students throughout the process. In the context of classroom learning, differentiated learning is related to three things, namely interest, learning profile and learning readiness. When teachers consider students' interests and relate them to learning, students feel that their diversity is recognized and valued. Second, student learning profiles are related to many factors such as: language, culture, health, family circumstances, and other specificities. There are 3 types of differentiation learning strategies used, namely content, process and product differentiation. Content differentiation is what we teach students, regarding readiness, interest and learning profile and a combination of the three, in this case the teacher's task is to provide materials and tools according to students' learning needs. Content differentiation can be done based on student readiness, student interests and student learning profiles. Process differentiation refers to how students understand or interpret what is learned. With differentiated learning, students receive full support from teachers to hone their desired areas. Students can feel that learning is their right by giving students the opportunity to explore themselves. These things are part of the values in the differentiation method in the learning process and are in line with what is expected in the independent learning curriculum.

5. ACKNOWLEDGEMENT

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