

Teacher Strategies in Preparing the Learning Environment in Differentiated Learning in Class I of SD Gmit Kuanino I, Kupang City

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Abstract

Strategy is a general pattern of activities between teachers and students in a teaching and learning activity to achieve the goals outlined. This study aims to determine the teacher's strategy in preparing the learning environment in differentiated learning in grade 1 GMIT Kuanino 1 Elementary School in Kupang City. The method used in this study is a type of qualitative research with descriptive methods. The data collection instruments in this study were observation sheets, interview guidelines. The findings of this study indicate that schools experience limitations in infrastructure supporting learning activities, and the diagnostic assessment process has not been effective because of the low understanding of the process. The impact, the teacher has not yet met the needs of students based on their interests and talents. The strategies used by the teacher in preparing the learning environment in differentiating include designing various physical environments and providing individual support and guidance

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1. INTRODUCTION

Education is one of the things that is required by every government in any country, including Indonesia. Education is not only obtained within the formal scope (school), but can also be achieved through non-formal channels (outside school). Education is the main factor in human resource development. With education, it can create productive people who are expected to be useful for the progress of their nation. (Darmadi, 2019)

Quality education can only be produced by educators. Teachers as educators have a strategic role in the development of education in schools. Teachers are the spearhead of education, curriculum implementers, and educational actors who are in direct contact with students. The ideal content in the curriculum is the teacher's responsibility to realize it in learning activities. Educators or teachers are professional staff who are tasked with planning, implementing the learning process, assessing learning outcomes, providing guidance and training to students at school. The presence of a teacher greatly influences the achievement of the expected educational goals, in addition to the elements of students and other facilities. The success of implementing education in schools is largely determined by the readiness of teachers in preparing their students through teaching and learning activities. (Suryana, 2016)

The core activity in every educational institution is the learning process. In the learning process there is interaction between educators and participants students to get a change in the form of changes

in behavior, thereby encouraging student creativity and making students actively achieve learning goals in fun conditions. In learning activities, there is also a need for learning objectives conveyed by educators, so that students become active in conveying experiences, ideas and developing their interests and are able to develop effective behavior so that it can be said to be ideal learning conditions (Sriyono, 2014: 190).

Creating a pleasant atmosphere in the learning process is the responsibility of a teacher because the teacher is tasked with carrying out learning activities, the teacher is directly involved and occupies the class in daily learning activities. As a teacher, you have the responsibility to provide appropriate learning materials, develop them and maintain a learning environment that is conducive to the learning process. The learning environment can be created in such a way that it is able to facilitate students to carry out learning activities. A conducive learning environment can reflect high expectations for the success of all students. This environment refers to the physical space where learning occurs, the social and psychological environment of students that encourages learning. (Hamzah, 2018). The environment has a huge influence on the continuity of the learning process. A conducive environment will of course be able to support learning activities, so that they can take place optimally. Meanwhile, a learning environment that is not conducive (messy, noisy, etc.) will really disrupt the learning process.

Differentiated learning strategies can work well if the teacher has mapped students well and also prepared a good learning environment. This mapping is carried out to understand and group student characteristics and existing differentiation. This mapping helps teachers prepare a learning environment according to student character, including determining the use of learning media, selecting learning strategies, building a comfortable and enjoyable classroom environment, and determining student learning goals. With proper mapping, differentiated learning strategies can work well.

The application of differentiation in the classroom provides opportunities for teachers to increase creativity and innovation in learning activities, but the reality in the field is that many things do not go according to plan, as happened at SD GMT Kuanino I, especially class I, based on the results of pre-observation in the classroom, various problems were found, including namely:

First, the preparation process for differentiated learning is not optimal. Before starting differentiated learning, teachers need to make a lot of preparations, starting from diagnostic assessments, content, learning media, to summative and formative assessment tools. At the beginning of learning, the teacher carries out a diagnostic assessment to determine students' initial abilities. Diagnostic assessments can be cognitive diagnostic assessments and non-cognitive diagnostic assessments. For the cognitive diagnostic assessment, the teacher conducts an initial test to determine students' knowledge of the material before learning begins. Meanwhile, non-cognitive diagnostic assessments are used to determine students' learning motivation, interests, character and learning styles. Then when learning begins, the teacher prepares different material content based on students' interests. This content will be presented in different media to suit students' learning styles. For example, if students have a visual learning style, the teacher presents material in the form of infographics or videos. Meanwhile, if students have a kinesthetic learning style, the teacher must facilitate activities that involve the students' kinesthetics. Not to mention that when learning is carried out, teachers give different assignments based on students' interests, character or learning styles. So to deal with this, teachers must also prepare different assessment tools according to the tasks given. The teacher prepares assessment indicators for each assignment given.

Second, teachers have not optimally prepared diagnostic assessment instruments at the beginning of effective learning. Diagnostic assessments are carried out to determine the diversity of students. The formative assessment at the beginning of learning is to determine the level of student achievement. In this way, teachers can design competency defenders for each student. Teachers have not been able to analyze students' abilities and interests in the diagnostic assessment process, so

teachers try to accommodate the learning needs of other students with student learning needs that can be analyzed.

Third, the lack of teacher ability to use multimethod, multimedia and multisource according to the needs of students' learning interests. The application of various learning methods, media and resources can accommodate various types of student learning, including visual, audio-visual, etc. Learning media is an important part of implementing education in schools. The benefits of each learning media depend on the willingness and ability of teachers and students to communicate and interact with the messages contained in the learning media used. The use of learning media in the learning process is absolute and cannot be ignored. Ironically, this matter receives less attention from teachers in differentiated learning because it is considered a problem or adds to the work, especially by creating learning media that is suitable and supports the learning being carried out.

Fourth, there is a mismatch between the differentiation applied and students' desires. For example, based on the mapping results, students tend to have a visual learning style. When implementing differentiation in the content aspect, students are given learning material in the form of infographics. These students saw the practical activities given to students with a kinesthetic learning style as more interesting than the infographics presented. This could happen because students have different preferences regarding interesting and uninteresting things. There could also be data that is missed when profiling so that the application of differentiation is not appropriate

Fifth, the minimal allocation of learning time has an impact on not meeting the learning service needs of each student. The implementation of differentiated learning must go through several time-consuming processes so that the learning needs of each student are met. The many stages that need to be passed are what causes differentiated learning to focus more on learning preparation or pre-learning. Starting from profiling, diagnostic assessments, to preparing different content according to students' interests and needs. Application of differentiation to product aspects. In product differentiation, students are invited to choose the form of delivery of the assignment given. Usually, teachers give a choice of forms in the form of writing, video, infographics, or podcasts. However, with the freedom given there is a long gap in completing assignments. For example, video products take longer to produce than written or infographic products.

Sixth, Teachers experience difficulties in preparing a learning environment that is suitable for differentiated learning. Teachers must be able to prepare a learning environment for students so that students can participate in learning activities well. In differentiated learning, teachers have not been able to provide a learning environment that suits students' interests and talents. The environment provided by teachers is not adequate so that learning is differentiated within the limited infrastructure to support learning activities. Teachers need to increase their understanding of classroom management.

Considering the context of the problems above, which are faced by teachers in implementing differentiated learning mentioned above, it requires teacher innovation and creativity so that learning can run effectively and efficiently, therefore researchers are interested in conducting a study on teacher strategies in preparing the learning environment for differentiated learning in grade 1 Gmit Kuanino 1 Elementary School.

2. RESEARCH METHOD

This research was conducted at SD Gmit Kuanino 1 Kupang. This research aims to find out teachers' strategies in preparing the learning environment for differentiated learning at SD Gmit Kuanino 1. In this study the research approach used in this research is qualitative with a descriptive approach, namely research that seeks to solving current problems based on data, analyzing and interpreting data collected in the field as well as data collection involving observation, interviews and documentation. Meanwhile, according to Sugiyono, data analysis includes data reduction, data presentation and conclusion drawing.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

Differentiated learning is part of efforts to adapt the educational process to the needs of each student. So that all students experience challenge, success, and satisfaction, learning strategies must be adapted to the interests and learning of various students.

The research results show that Schools experience limitations in infrastructure to support learning activities, and the diagnostic assessment process has not been effective due to low understanding of the process. As a result, teachers have not optimally met students' needs based on their interests and talents. The strategies teachers use in preparing differentiated learning environments include designing diverse physical environments and providing individual support and guidance, as well as encouraging cooperation and collaboration among students in learning. The strategies taken by teachers to create an effective learning environment include conducting diagnostic assessments to identify student competencies, grouping students based on their competencies, and adapting the learning environment to student needs through collaboration between teachers, principals, students and parents.

3.2. Discussion

Differentiated learning to meet the needs of different students is very important in teaching. By taking into account the diversity of students and providing learning experiences that suit their individual needs, teachers can ensure that each student can reach his or her maximum potential. Differential learning is a motor learning model that is grafted on the importance of movement variability and is rooted in the dynamic systems theory of human movement. (*Schöllhorn Herlina, 2021*).

The research results show that the GMT Kuanino 1 Elementary School has used an independent curriculum for all classes, namely from class I to class VI. In daily learning activities, a differentiated learning process is implemented. Differentiated learning that is in line with current developments should also be implemented to ensure teaching effectiveness. Learning that accommodates, serves and recognizes the diversity of students in learning according to students' learning readiness, interests and learning preferences is known as differentiated learning. (*Carol Tomlinson & Moon, 2014*).

To create effective learning, teachers use different methods with the aim of ensuring that students' learning needs can be met. To meet these learning needs, teachers need to provide a variety of different learning options and approaches, provide specific feedback, and provide learning materials that are appropriate to students' level of understanding. Teachers need to have a method to find out what students need to learn, and this identification needs to be provided immediately so that the challenges faced by students can be overcome. Finding out what students want and expect from the subject matter that will be taught, its use is to answer students' learning needs, is the right step that needs to be taken immediately. (*Aqsa, 2021*).

The application of varied learning methods must be supported by the availability of differentiated learning infrastructure. The results of the research show that GMT Kuanino 1 Elementary School class teachers have not provided optimal learning facilities and infrastructure, because the school experiences limited facilities and infrastructure to support differentiated learning activities. Learning activities are carried out with limited infrastructure, but teachers continue to innovate in implementing various differentiated learning methods so that teachers can create an inclusive learning environment. and support for all students.

Preparing a conducive class before starting teaching and learning activities is an integral part of carrying out teaching effectively. According to Chan (2019), a classroom is not just a room with all its static and passive contents. However, the classroom is also a means for interaction,

both between students and students, as well as between students and teachers. The main characteristics of the class can be seen in its activities. To be able to carry out dynamic learning activities or activities, it is necessary to carry out good and planned classroom management.

In starting the learning process, a democratic learning atmosphere must be created where all students are involved in learning activities because according to Lestari (2020) students are seen as organisms that have the potential to develop. In this case, the teacher's job is to guide and provide pleasant classroom conditions so that students have a focus on developing his talents and potential

The strategies carried out by teachers are 1) carrying out diagnostic assessment activities aimed at identifying students' competencies, strengths and weaknesses, so that learning can be designed according to students' competencies and conditions. 2) Grouping students based on students' competencies, strengths and weaknesses. 3) Prepare a learning environment based on students' learning needs through a collaborative process between teachers, principals, students and parents. The prepared learning environment is a means of supporting infrastructure for differentiated learning activities.

During elementary school, it is a period of adaptation for children in their surrounding environment, so that at elementary school age children are able to be influenced by the surrounding environment, both in terms of their learning, behavior and language style. For this reason, changes in attitudes and behavior must be considered in detail in order to understand the characteristics of each individual student, especially in the learning process approach (Nurpratiwiningsih, 2022), so that in this case, an elementary school teacher has the responsibility to be able to understand the various conditions of student characteristics and background. behind him.

4. CONCLUSION

Based on the data presented and the discussion above, it can be concluded that differentiated learning activities can run effectively and efficiently, one of which is influenced by a good, safe and comfortable learning environment. With a good learning environment, students will feel comfortable in learning activities at school so that they can improve learning achievement. Differentiated learning activities at SD GMT Kuanino1 have not been running effectively. The learning environment does not yet demonstrate an inclusive environment because the school experiences limited infrastructure to support learning activities, in addition, the diagnostic assessment process has not been carried out effectively, influenced by the low level of understanding of the diagnostic assessment process. The impact is that teachers have not optimally met students' needs based on interests and talents.

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