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Analysis of the Application of Differentiated Learning in Class V of SDN 2 Sindue Tobata

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ABSTRACT

Differentiated learning is a key approach in the Independent Curriculum that aims to accommodate students' diverse learning needs. This study aimed to analyze the implementation of differentiated learning in Grade V of SDN 2 Sindue Tobata. A qualitative descriptive approach was employed involving one classroom teacher and Grade V students. Data were collected through observations, interviews, and documentation and analyzed using data reduction, data display, and conclusion drawing. The findings showed that differentiated learning was implemented through diagnostic assessments, flexible learning activities, group discussions, student presentations, posters, and worksheets. These strategies encouraged active student participation and created a more student-centered learning environment. However, the implementation had not been fully optimized because differentiation was still mainly limited to teaching methods and learning media, while instruction based on students' readiness, interests, and learning profiles had not been consistently applied. Teachers also faced challenges related to limited instructional time, classroom management, and the preparation of differentiated learning materials. The study concludes that differentiated learning has the potential to improve the quality of classroom instruction, but continuous teacher support and professional development are needed to optimize its implementation in elementary schools.

1. Introduction

The teaching and learning process in elementary school involves children with a variety of unique characteristics. Starting from abilities, interests, learning styles, to different levels of understanding each other. This condition requires teachers to be able to accommodate the needs of each student, not just transfer materials. Thus, each student can get the right learning experience according to their conditions so that learning results can be maximized. The individual differences of students require teachers to implement flexible learning and accommodate various learning

needs. Single-paced learning often makes certain students feel difficult, while other students feel bored because the challenge is too low. To overcome this, a learning approach is needed that allows each student to learn according to their own abilities, interests, and learning styles, namely through differentiated learning (Aminuriyah et al., 2023; Qorib, 2024).

Differentiated learning is learning that is considered effective in realizing independent learning (Assirri, 2025; Huzhlifat et al., 2026; Qorib, 2024). Differentiated learning is a learning process that focuses on meeting the learning needs of each student and how teachers respond to these needs. This learning model provides opportunities and support for all students to develop their potential according to individual differences, both in terms of learning styles, interests, and learning readiness levels (Cahya et al., 2026; Mukhibat, 2023; Puspitasari, 2025). Its implementation can be done through adjustments to aspects of content, processes, and learning products (Pratama, 2026; Rizky et al., 2026; Rosidah, 2026). Differentiated learning provides flexibility and the ability to accommodate the needs of students to increase their potential according to the learning readiness, interests, and learning profiles of different students. With this learning, teachers should become facilitators who are oriented towards fulfilling learning in accordance with the needs of students. Essentially, differentiated learning allows each teacher to meet and interact with learners at a level comparable to their level of knowledge and then prepare their learning preferences (Aminuriyah et al., 2023; Marlina & Muharja, 2024).

In schools, there are various characteristics of students that reflect differences in abilities, interests, learning styles, and social and cultural backgrounds. (Hidayah et al., 2023), states that most of the classes in formal schools in Indonesia are heterogeneous classes. Students have a diversity of characteristics and uniqueness, such as gender, learning motivation, interests, social background, initial knowledge, learning style, learning needs and so on. A good teacher, of course, must be able to facilitate learning activities that allow students with various backgrounds of these characteristics to achieve optimal results (Amalia et al., 2024; Rafika & Apriani, 2026). In this context, teachers must be able to ensure that every student gets an equal opportunity to learn in the best way that suits them. Through the application of differentiated learning, students will not only be able to maximize their potential, but they will also be able to learn about various important life values. which will contribute to their development in a more holistic or holistic way (Kusumawati & Apriani, 2026; Purnamasari et al., 2026; Vioreza et al., 2025). Teachers need to know how to design and implement differentiated learning processes in ways that allow teachers to manage them effectively (Dianti et al., 2025; Indriyani et al., 2026).

Based on the initial observation I made on October 22-23 in grade V of SDN 2 Sindue Tobata, it is known that the characteristics of the students show a fairly high level of diversity. This difference can be seen in students' learning readiness, academic ability, interest in subjects, and learning styles. The learning conditions in grade V of SDN 2 Sindue Tobata have not fully accommodated these differences in learning needs. The learning process still tends to be carried out classically with

uniform methods and strategies for all students without adjustment to the level of readiness, interest, or learning profile of students. This condition is strengthened by the results of interviews with grade V teachers of SDN 2 Sindue Tobata showing that the teacher still faces obstacles in implementing differentiated learning. This shows that learning is not fully student-centered as expected in the implementation of the Independent Curriculum, so that the active involvement of students in the learning process is still not optimal and the achievement of learning outcomes in grade V of SDN 2 Sindue Tobata is not evenly distributed.

Based on the results of interviews with the classroom teacher and initial observations conducted in Grade V of SDN 2 Sindue Tobata, it was found that the implementation of differentiated learning has not yet been carried out optimally, despite efforts made by teachers to accommodate the diverse characteristics of students. The learning process still tends to rely on uniform instructional strategies, making it difficult to fully address differences in students' learning readiness, interests, and learning profiles. Teachers have begun to use various learning resources and methods; however, the implementation of differentiation in terms of learning processes, grouping strategies, and instructional activities remains limited due to constraints such as limited preparation time, a large number of students, and the complexity of designing learning experiences that meet individual needs. These findings indicate that the implementation of differentiated learning in the classroom still requires continuous evaluation and improvement to ensure that every student receives equitable learning opportunities in accordance with the principles of the Independent Curriculum.

Considering these conditions, an in-depth study is needed to comprehensively analyze how differentiated learning is implemented in Grade V of SDN 2 Sindue Tobata, including the planning, implementation, and evaluation stages, as well as the challenges encountered by teachers during the learning process. Such an analysis is expected to provide empirical evidence regarding the extent to which differentiated learning has been integrated into classroom practice and identify aspects that still need improvement. In addition, investigating teachers' experiences in implementing differentiated learning is important for understanding the practical realities faced in accommodating student diversity and translating the principles of student-centered learning into classroom practice.

This research is also expected to contribute both theoretically and practically. Theoretically, it enriches the existing body of knowledge regarding the implementation of differentiated learning in elementary schools, particularly within the context of the Independent Curriculum in Indonesia. Practically, the findings are expected to serve as valuable references for teachers, school administrators, and education stakeholders in designing more adaptive, inclusive, and meaningful learning experiences that respond to students' diverse characteristics. Furthermore, the study is expected to provide recommendations for improving teachers' instructional practices, particularly in implementing content, process, product, and learning environment differentiation more effectively. Ultimately, the findings may support schools in strengthening the quality of classroom instruction and creating learning environments that promote active participation, equitable learning

opportunities, and the optimal development of every student's potential. Based on the background and problems described above, the researcher is interested in conducting a study entitled "Analysis of the Application of Differentiated Learning in Class V of SDN 2 Sindue Tobata."

2. Methodology

According to (Nongtji, 2026), this type of research is the main strategy specifically designed to guide researchers in studying a phenomenon systematically. This approach aims to make the data obtained more accurate, valid, and relevant to the context of the problem. Thus, the results of the research can answer research questions appropriately and provide clear solutions to the problems faced in the study. This study uses a qualitative approach with a descriptive type of research. Qualitative research is a type of research that produces descriptive data in the form of written or spoken words from individuals, as well as observable behaviors. According to (Amalia et al., 2024; Hidayah et al., 2023), qualitative research is a type of research that aims to understand the phenomena experienced by the research subject. Scrape (Aminuriyah et al., 2023), describes qualitative research as research that aims to produce descriptive data. The descriptive data is obtained through observations of the research subjects, which can be in the form of written notes, verbal statements, or observed behaviors. In the end, this descriptive or narrative data is formed based on the researcher's exploration and interpretation of the social situation that is the object of the research.

According to Sugiyono (Marlina & Muharja, 2024) Qualitative research methods are research approaches based on the philosophy of positivism, used to research objects that are natural or natural. In this study, the researcher plays the role of the main instrument in collecting data. The data collection technique is carried out by triangulation or a combination of several techniques. The data analysis used is qualitative, and the results of this study emphasize on understanding meaning compared to generalization. Based on the description above, it can be concluded that qualitative research is a research approach that aims to understand social phenomena in depth through the collection of descriptive data in the form of written words, verbal statements, and observed subject behavior. This research was conducted in a natural setting with the researcher as the main instrument in the data collection and analysis process

According to (Amalia et al., 2024) the research design is a systematic plan that helps the researcher answer various doubts during the study process. The design provides clear guidance at each stage, while allowing the collection of numerical data to be statistically analyzed. Thus, the resulting conclusions become more objective, measurable, and can be proven to be true. This is in line with the opinion (Madu, 2025), which states that research design is a plan or steps that researchers use to conduct research with the aim of understanding an event or social problem in depth, through data collection, and paying attention to the experiences and views of the people being studied. This research uses a descriptive qualitative design. This

design was chosen because the research aims to describe and analyze in depth the application of differentiated learning in grade V of SDN 2 Sindue Tobata.

A descriptive qualitative approach is used to understand the phenomenon of learning naturally based on facts that occur in the field without the presence of treatment or manipulation of variables. Through this design, the researcher acts as the main instrument that directly collects data at the research site. Data was obtained through observation of the learning process, interviews with teachers as the main informants, and documentation in the form of learning tools and student work results. Then it was analyzed in a qualitative descriptive manner to obtain a comprehensive picture of how planning, implementation, and obstacles in the implementation of differentiated learning in grade V of SDN 2 Sindue Tobata.

3. Results and Discussion

This observation was carried out with the aim of understanding in depth how the application of differentiated learning by teachers is carried out. Data collection in this study was carried out through observation, interviews, and documentation. Through these activities, the researcher seeks to find out how teachers plan and implement differentiated learning, the obstacles faced in the implementation process, and the efforts made by teachers to overcome these obstacles during the learning process. The author conducted research at the research location, namely SDN 2 Sindue Tobata which is located in Tamarenja village, Sindue Tobata District, Donggala Regency. The subjects in this study are class V teachers and all class V students totaling 22 people. The results obtained in this study are presented to answer the formulation of the problems that have been formulated, namely: (1) How is the application of differentiated learning in grade V of SDN 2 Sindue Tobata? (2) What are the obstacles faced by teachers in implementing differentiated learning in grade V of SDN 2 Sindue Tobata? (3) What are the efforts made by teachers to overcome obstacles in implementing differentiated learning in grade V of SDN 2 Sindue Tobata?. The results of this study are described based on each problem formulation as follows:

Process of Implementing Differentiated Learning in Grade V of SDN 2 Sindue Tobata

The implementation of differentiated learning in Grade V of SDN 2 Sindue Tobata was carried out systematically through the stages of identifying student learning needs, planning differentiated learning strategies, implementing learning activities, and evaluating learning outcomes. These stages became the basis for teachers in accommodating the diversity of student characteristics and ensuring that learning activities were adjusted to students' readiness, interests, and learning profiles.

Identification of Students' Learning Readiness, Interests, and Learning Profiles

Before implementing differentiated learning, the teacher conducted a diagnostic assessment at the beginning of the semester. The assessment aimed to identify

students' learning readiness, learning interests, and learning profiles. The results showed that students had diverse characteristics and learning needs. Some students preferred learning through visual media such as pictures and videos, while others learned more effectively through discussions and direct practice. Differences in academic ability were also identified among students, requiring the teacher to provide appropriate learning support according to individual needs. The information obtained from the diagnostic assessment became the basis for designing learning activities and determining the forms of differentiation that would be implemented throughout the learning process.

Planning of Differentiated Learning

Based on the diagnostic assessment results, the teacher prepared learning tools, teaching materials, learning media, and assessment instruments. The teacher also selected learning methods and resources that could accommodate students' diverse needs. Various learning resources such as textbooks, instructional videos, worksheets, and digital media were prepared to support the learning process. In addition, the teacher designed assignments with varying levels of difficulty and prepared alternative forms of student products, allowing students to demonstrate their understanding according to their abilities and learning characteristics.

Implementation of Differentiated Learning

The learning process began with apperception activities and the communication of learning objectives. The teacher then delivered learning materials using a variety of media and learning resources. During classroom activities, students were involved in discussions, question-and-answer sessions, group work, and individual assignments. For example, when learning a particular topic, the teacher first explained the material using instructional videos and textbooks. Students then discussed the content in groups and completed assigned tasks. Students who experienced difficulties received additional guidance and explanations from the teacher, while students who mastered the material more quickly were given enrichment activities or more challenging tasks. Although student grouping had not yet been fully based on learning readiness or interests, the teacher attempted to accommodate differences in student abilities through varied instructional methods, flexible guidance, and task adjustments.

Forms of Differentiation Applied in the Classroom

The differentiated learning implemented in Grade V included content differentiation, process differentiation, and product differentiation below:

1. Content Differentiation

Content differentiation was carried out by adjusting learning materials and providing various learning resources according to students' needs. Teachers used textbooks, learning videos, visual materials, and digital resources to facilitate student understanding. Additional explanations were provided to students who

had difficulty understanding the material, while students with higher readiness levels received follow-up or enrichment tasks.

2. Process Differentiation

Process differentiation was implemented through the use of various learning methods, including lectures, discussions, question-and-answer activities, group work, and individual assignments. These varied learning experiences encouraged active student participation and accommodated different ways of learning.

3. Product Differentiation

Product differentiation was implemented by providing students with various options for demonstrating their understanding. Students were allowed to complete assignments in different forms, such as written reports, posters, or oral presentations. The teacher also adjusted the level of task difficulty and provided support according to each student's learning needs and abilities.

Observation and Evaluation

Throughout the learning process, observations were conducted to examine how differentiated learning was implemented in the classroom. Observation activities focused on teacher practices, student participation, classroom interactions, and the forms of differentiation applied during learning. The evaluation stage was carried out through assessment of student assignments, presentations, and learning activities. Assessment was adjusted to students' abilities and learning progress. Teachers use the evaluation results as a basis for reflection to improve future learning activities and strengthen the implementation of differentiated instruction in the classroom. The implementation of differentiated learning in Grade V of SDN 2 Sindue Tobata was documented throughout the learning process to provide visual evidence of the instructional practices carried out by the teacher. The following figures illustrate the sequential stages of differentiated learning, beginning with the identification of students' learning needs and continuing through the implementation of various differentiated learning activities figure 1.

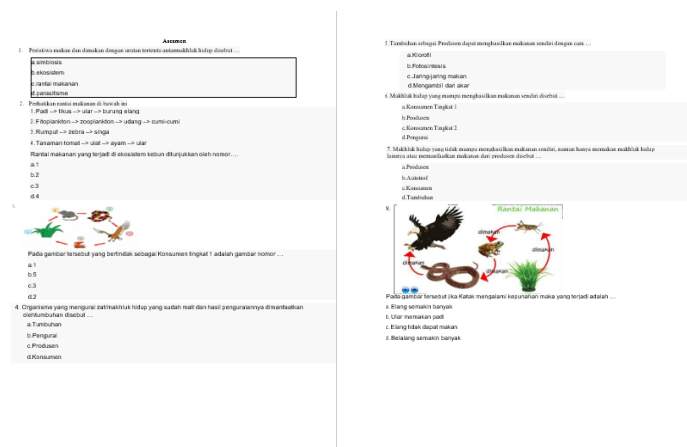


Figure 1. Diagnostic Assessment

Figure 1 shows the implementation of the diagnostic assessment conducted at the beginning of the learning process. This activity was intended to identify students' learning readiness, interests, and learning profiles before the teacher designed differentiated instruction. Through the diagnostic assessment, the teacher obtained essential information regarding the diversity of students' characteristics, which became the basis for selecting appropriate learning strategies, instructional media, and forms of assessment. This finding indicates that the planning stage of differentiated learning was initiated by identifying students' individual learning needs rather than applying a uniform instructional approach. Based on the information obtained from the diagnostic assessment, the teacher then designs learning activities that encourage active student participation through collaborative learning as seen in figure 2.



Figure 2. Group Discussion Activities

Figure 2 illustrates students participating in group discussion activities during the learning process. The discussions provided opportunities for students to exchange ideas, solve problems collaboratively, and interact with their peers while the teacher acted as a facilitator who guided and monitored the learning process. Through these collaborative activities, students were encouraged to actively express their opinions, listen to different perspectives, and work together to complete the assigned tasks. Such interactions not only promoted students' engagement in learning but also fostered communication skills, cooperation, and critical thinking as they collectively constructed their understanding of the learning material. Although student grouping was not yet fully based on learning readiness, interests, or learning profiles, the activity demonstrated the teacher's effort to create an interactive, inclusive, and student-centered learning environment that accommodated participation from all students. Furthermore, the discussion process enabled the teacher to observe students' learning progress directly and provide additional guidance, clarification, and scaffolding to students who experienced difficulties, while encouraging more capable students to support their peers. This approach

reflects one of the key principles of differentiated learning, namely providing flexible instructional support according to students' learning needs. Following the discussion activity, students were given the opportunity to present the results of their collaborative work to the class, serving as a means to demonstrate their understanding and share ideas with their classmates, as shown in figure 3.



Figure 3. Student Presentation

Figure 3 presents students delivering oral presentations to explain the outcomes of their discussions. This activity reflects the implementation of product differentiation by allowing students to demonstrate their understanding through oral communication. Student presentations also encouraged confidence, communication skills, and active participation while providing teachers with authentic evidence of students' conceptual understanding. In addition to oral presentations, students are also encouraged to create creative learning products that reflect their understanding of the learning material, as shown in figure 4.



Figure 4. Student Poster

Figure 4 shows examples of posters created by students as one of the learning products produced during differentiated instruction. The posters demonstrate that students were provided with alternative ways of expressing their understanding

according to their abilities and learning preferences. This activity illustrates the implementation of product differentiation, where students were not limited to a single form of assessment but were encouraged to present their learning outcomes creatively. To complement learning activities and evaluate individual learning progress, students also complete structured learning worksheets, as shown in figure 5.

Kegiatan 1

Amati gambar kemudian jelaskan pengertian dari masing-masing gambar tersebut!

Perundungan Fisik

Pengertian :



Perundungan Verbal

Pengertian :



Perundungan Sosial

Pengertian :



Cyberbullying (Perundungan Dunia Maya)

Pengertian :



Kegiatan 2

Amati gambar kemudian pasangan sesuai dengan jenis perundungannya!

Perundungan Sosial	→		→	Memukul atau mendorong teman
Perilaku anti-bully	→		→	Mengirim pesan ejekan di grup chat kelas
Cyberbullying	→		→	Mengejek teman dengan kata-kata kasar
Perundungan Verbal	→		→	Mengamuk di depan umum
Perundungan Fisik	→		→	Memotong dan membawa teman yang dibully

Kegiatan 3

Tentukan pernyataan berikut adalah pernyataan yang benar atau salah dengan memberikan tanda centang pada kotak yang tersedia!

Pernyataan	Benar	Salah
1. Bully adalah perilaku menyakiti orang lain secara sengaja dan berulang.	☐	☐
2. Mengejek teman sekali saja sudah pasti termasuk bully.	☐	☐
3. Memanggil teman dengan julukan yang tidak disukainya termasuk bully verbal.	☐	☐
4. Bully hanya terjadi jika ada kekerasan fisik.	☐	☐
5. Semua siswa berhak merasa aman dan nyaman di sekolah.	☐	☐
6. Mengejek teman dari permainan termasuk bully sosial.	☐	☐
7. Menertawakan teman yang sedang sedih adalah perbuatan baik.	☐	☐
8. Menolong teman yang dibully adalah sikap terpuji.	☐	☐
9. Bully dapat membuat korban merasa sedih dan tidak percaya diri.	☐	☐
10. Cyberbullying terjadi melalui media sosial atau grup chat.	☐	☐
11. Ikut-ikutan mengejek teman termasuk perilaku anti-bully.	☐	☐
12. Mengingatkan teman agar berhenti mengejek adalah sikap yang benar.	☐	☐
13. Semua tindakan boleh dilakukan meskipun membuat teman sedih.	☐	☐
14. Diam saja saat melihat bully adalah tindakan yang tepat.	☐	☐
15. Berkata sopan kepada teman dapat mencegah terjadinya bully.	☐	☐
16. Bully hanya berdampak pada korban, tidak pada pelaku.	☐	☐

Kegiatan 4

Amati cerita di bawah ini kemudian jawablah soal sesuai instruksi yang ada!

Adi dan Julukan yang Tidak Disukai

Adi sering kali dipanggil dengan julukan yang tidak disukainya oleh teman-temannya. Hal ini terjadi hampir setiap hari, sehingga membuat Adi merasa sedih. Ia mulai kehilangan kepercayaan diri saat berada di sekolah. Sebelumnya, Adi ingin bermain dan belajar dengan tenang. Suatu hari, Adi memutuskan untuk tidak pergi ke sekolah karena takut akan dipanggil dengan julukan tersebut. Akibatnya ia tidak pernah berangkat sekolah selamanya.



Pertanyaan :

- Perilaku apa yang termasuk bully dalam cerita di atas?
- Mengapa memanggil teman dengan julukan yang tidak disukainya termasuk bully?
- Apa dampak perilaku bully terhadap perasaan dan sikap Adi?
- Jenis bully apa yang dialami Adi dalam cerita tersebut?
- Apa yang seharusnya dilakukan teman-teman agar kejadian seperti yang dialami Adi tidak terulang?

Figure 5. Student Worksheet

Figure 5 presents the student worksheets used during the learning process. These worksheets functioned as instructional guides and assessment instruments that enabled students to complete learning tasks independently while allowing the teacher to monitor students' understanding of the material. The use of worksheets also supported differentiated learning by providing structured activities aligned with the learning objectives and students' levels of understanding. Overall, Figures 1–5 provide visual evidence of the implementation of differentiated learning in Grade V of SDN 2 Sindue Tobata. The sequence of activities, beginning with diagnostic assessment, followed by collaborative discussions, student presentations, creative product development, and worksheet completion, demonstrates that differentiated learning was implemented through various instructional strategies designed to accommodate students' diverse learning needs and promote active engagement throughout the learning process.

The systematic implementation process described above provides a comprehensive picture of how differentiated learning was applied in Grade V of SDN 2 Sindue Tobata and serves as the basis for the findings presented in the following sections. In order to answer the problem formulation regarding the application of differentiated learning, the researcher observed the learning process that took place in the classroom. The results of the observation sheet are presented in table 1.

Table 1. Differentiated Learning Observation Sheet

Yes	Indicator	Statement	Yes	No
1.	Contents	Teachers adjust subject matter according to the level of students' learning readiness.	✓	
		The material is adjusted to the students' learning interests or needs.	✓	
		Teachers use a variety of learning resources (books, videos, digital media).	✓	
2.	Process	Teachers use a variety of learning methods	✓	
		Students are actively involved in learning activities	✓	
		Teachers group students according to ability/interests		×
		There are differences in learning activities between students		×
3.	Products	Teachers give different tasks according to the students' abilities	✓	
		The results of the students' work are diverse (posters, writings, presentations)	✓	
		Teachers conduct assessments that adjust students' abilities	✓	
4.	Learning environment	The classroom atmosphere is conducive and comfortable for learning	✓	
		There is active interaction between teachers and students	✓	
		All students have the opportunity to participate	✓	
		Classroom environment supports the diversity of students	✓	

Based on the table of observations above, an overview of the application of differentiated learning in several subjects in grade V of SDN 2 Sindue Tobata was

obtained. The results of observations of several indicators in the field can be explained as follows:

Contents

Based on the results of observations, teachers have implemented content differentiation in the learning process in grade V of SDN 2 Sindue Tobata in several subjects in elementary schools. Teachers adjust the learning materials according to the level of students' learning readiness by providing additional explanations to students who do not understand the material, while students who have understood the material are given follow-up tasks. In addition, teachers also adjust learning to students' learning interests and needs through the use of media and varied learning activities so that students are more active and easily understand the material. In the learning process, teachers use various learning resources such as package books, learning videos, and digital media to support students' understanding. The findings were reinforced by the results of interviews with grade V teachers who stated that:

In adapting the learning material to the various abilities, needs, and characteristics of students, I first conduct a diagnostic assessment at the beginning of the semester before the learning activities begin. This activity is usually carried out on the first days of school to find out students' learning readiness, learning interests, and the way they like to learn the most. Through this assessment, I can find out which students understand the material more easily through videos, pictures, discussions, and hands-on practice. After obtaining this information, I adjusted the learning strategies and media to suit the needs of the students. In addition, I also adjust the process of providing material according to the students' learning abilities. The learning materials provided remain consistent with the learning objectives; however, the delivery methods, types of assignments, and student support are tailored to each student's abilities and learning needs, as shown in table 2.

Table 2. Content Differentiation Applied by Grade V Teachers of SDN 2 Sindue Tobata

Aspects	Content Differentiation found
Contents	Teachers conduct diagnostic assessments at the beginning of the semester.
	Teachers adjust the delivery of material according to the ability of students.
	The teacher provides additional explanations to students who do not understand the material and gives follow-up tasks to students who have understood the material.
	Teachers adjust learning media to the needs of students
	Teachers use various learning resources such as package books, learning videos, and digital media to support students' understanding

Based on table 2, it can be seen that teachers have carried out content differentiation by adjusting the material, utilizing various learning resources, and providing learning services tailored to the needs and abilities of each student.

Process

Based on the results of the observations I made on several subjects in the class, teachers used various learning methods to support the learning process of students. The use of these varied methods makes students look active in participating in learning activities, such as answering teachers' questions, expressing opinions, and participating in discussions in class. However, in the implementation of learning, teachers have not grouped students based on learning abilities or interests. In addition, the learning activities given to students are still the same and there has been no difference in learning activities between students according to their needs or characteristics. These findings are reinforced by the results of interviews with grade V teachers who stated that:

In the learning process, I use active learning strategies so that students are more involved during learning activities. In addition, I also use several learning methods such as lectures, discussions and questions and answers to help students understand the learning material. The use of varied methods is carried out so that students do not feel bored and it is easier to follow learning in the classroom. The application of these methods is then carried out through various forms of learning activities in the classroom. The form of learning activities that I apply in class is usually in the form of discussions, group work, and individual activities. During the learning process, students are given the opportunity to discuss the material with their group members. Additionally, I implement group work to enable students to collaborate and exchange ideas while completing assigned tasks; however, group assignments are not yet based on individual learning needs due to time constraints in designing differentiated learning activities and the large number of students. The interview with the Grade 3 homeroom teacher is presented in table 3.

Table 3. Differentiation of Processes Applied by Grade V Teachers of SDN 2 Sindue Tobata

Aspects	Process Differentiation Found
Process	Teachers use lecture, discussion and question and answer methods in learning.
	Teachers apply individual learning and also divide students into several study groups to do assignments when group learning is needed.
	Students actively answer questions and express opinions during learning.
	Teachers have not grouped students based on learning ability or interest.
	The learning activities provided are still relatively the same for all students.

Based on table 3, it can be seen that teachers have carried out process differentiation by using various learning methods, including lectures, discussions, and questions and answers, as well as actively involving students in learning activities. However, the implementation of process differentiation has not been fully maximized because teachers have not grouped students based on learning abilities or interests, and the learning activities provided still tend to be the same for all students.

Products

Based on the results of the observations I made on several subjects in the class, the teacher has given assignments that are tailored to the students' abilities. This can be seen from the difference in the level of assignments and assistance provided to students according to their respective learning abilities. In addition, the students' work also looks diverse, such as in the form of writing, posters, and presentations according to the assignments given by the teacher. In the assessment process, teachers also adjust assessments to students' abilities so that students can still show learning results according to their respective abilities and understanding. These findings are reinforced by the results of interviews with grade V teachers who stated that:

I give students the choice to do assignments according to their abilities. For example, there are students who do assignments in the form of writing, posters, or presentations so that students can more easily show their understanding according to their respective abilities. Likewise, in assigning assignments, I adjust it to the abilities of the students. Students who are still experiencing difficulties are usually given simpler tasks and more assistance, while students who already understand the material are given more challenging or additional tasks. For learning outcomes, students usually show their learning results in several forms such as writing, posters, and presentations according to the assignments given in learning. For the assessment of learning outcomes, I assess the learning outcomes of students according to the abilities and efforts of each student. Assessment is conducted by evaluating students' understanding of the material and their ability to present or complete assigned tasks. Details regarding interviews with the class teachers are presented in table 4.

Table 4. Differentiation of the Process Applied by Grade V Teachers of SDN 2 Sindue Tobata

Aspects	Product Differentiation Found
Products	The teacher provides a choice of assignment forms according to the students' abilities.
	Students can do different assignments, such as in the form of posters, writings, presentations.
	Teachers provide different levels of difficulty of tasks according to the students' abilities.
	Teachers provide more assistance to students who have learning difficulties.
	Teachers give more challenging tasks to students who have understood the material.
	Teachers adjust the assessment to the abilities and efforts of each student.

Table 4 shows that teachers provide various assignment options (writing, posters, presentations) that are tailored to the students' abilities. The difficulty level of assignments and assessment criteria are also adjusted so that each student has the maximum opportunity to show their learning results.

Learning Environment

Based on the results of the observations I made on several subjects in the class, the classroom atmosphere looked conducive and comfortable so as to support students in participating in learning activities. During the learning process, there is active interaction between teachers and students through question-and-answer activities, discussions, and giving directions from teachers to students. In addition, all students are given the opportunity to participate in learning, both in answering questions, expressing opinions, and doing the assignments given. The classroom environment is also seen to support the diversity of students, where teachers provide equal attention and learning opportunities to all students during the learning process. These findings are reinforced by the results of interviews with grade V teachers who stated that:

In creating a comfortable learning atmosphere, I try to make learning take place in a conducive manner so that students feel comfortable and more active in participating in learning activities. I also provide opportunities for all students to participate in the learning process such as by answering questions, expressing opinions, and engaging in class discussions so that they feel valued throughout the lesson. The interview with the homeroom teacher is presented in table 5.

Table 5. Forms of Process Differentiation Applied by Grade V Teachers of SDN 2 Sindue Tobata

Aspects	Found Learning Environment
Learning environment	Teachers create a conducive and comfortable classroom atmosphere for learning.
	There is active interaction between teachers and students during the learning process and provides opportunities for all students to participate in learning activities
	Teachers create a classroom environment that respects the diversity of students' abilities and characteristics.
	Teachers build positive relationships with students so that they feel comfortable in participating in learning

Table 5 shows that teachers have built a learning environment that supports differentiated learning, a conducive classroom atmosphere, active teacher-participant interaction, and opportunities for participation for all participants. Teachers also create an environment that respects diversity and fosters positive relationships, so that participants feel comfortable, safe, and motivated in learning.

Obstacles Faced by Teachers in Implementing Differentiated Learning

In the application of differentiated learning, teachers face various obstacles related to the difference in student characteristics. Therefore, appropriate efforts and solutions are needed so that learning continues to run effectively and in accordance with the needs of students. The results of an interview with Mrs. Fanda Alifah S.Pd homeroom teacher of class V on April 24, 2026 said that:

In implementing differentiated learning, I still experienced several obstacles during the learning process. One of the obstacles I face is the limited time in preparing different learning according to the needs of students. In addition, the large number of students makes it difficult for me to divide attention to all students equally, especially to students who need more assistance in learning. I also had difficulty in determining different learning activities according to the characteristics of each student. Differences in student abilities within the classroom also make classroom management more challenging, as each student has different needs and levels of understanding. Further details can be found in table 6.

Table 6. Obstacles faced by teachers

No	Obstacles faced by teachers
1	Limited time in preparing differentiated learning.
2	The number of students is quite large so that it is difficult to give attention equally.
3	Difficulty determining different learning activities according to the characteristics of students.
4	The difference in students' abilities is diverse in one class.

Table 6 shows that teachers face various obstacles in implementing differentiated learning, such as limited preparation time, a large number of students so that it is difficult to pay equal attention, difficulty in determining activities that suit the characteristics of participants, and the diversity of participants' abilities in one class. These obstacles are challenges for teachers in optimizing differentiated learning.

Efforts made by teachers to overcome obstacles in implementing differentiated learning

As a result of an interview with Mrs. Fanda Alifah S.Pd, a homeroom teacher of class V on April 24, 2026 regarding efforts to overcome obstacles in implementing differentiated learning, she said that: In order to overcome the time constraint in preparing for differentiated learning, I usually prepare learning tools, media, and teaching materials before the learning process begins so that learning activities can take place in a more structured manner. I also utilize various learning resources such as books, learning videos, and digital media to help tailor learning to the needs of students. In addition, because the number of students is quite large so that it is difficult to give attention to it thoroughly, I try to give attention alternately to each group and students during the learning process. To overcome the difficulty in designing different learning activities according to the characteristics of students, I try to understand the needs, interests, and abilities of students through the results of diagnostic assessments that have been carried out previously so that the designed learning activities can be more in accordance with their characteristics. Then, to overcome the diversity of students' abilities in one class, I provide more intensive assistance to students who have learning difficulties and adjust assignments according to the abilities of each student. Through this approach, I hope that all students can participate effectively in the learning process, in accordance with their abilities and needs. Further details can be found in table 7.

Table 7. Teacher's efforts

No	Efforts made by teachers
1	Prepare learning tools, media, and teaching materials before learning begins.
2	Give alternating attention to each group and students during the learning process.
3	Understand the needs, interests, and abilities of learners through diagnostic assessments to design appropriate learning activities.
4	Providing assistance and adjusting tasks according to the abilities of each student.

Table 7 shows that teachers carry out various ways to overcome obstacles to the implementation of differentiated learning, namely by preparing learning tools in advance, paying attention in turn, understanding the characteristics of participants through diagnostic assessments, and providing assistance and adjusting tasks based on the participants' abilities. These efforts aim to make learning more effective and accommodate the diverse learning needs of participants.

4. Conclusion

The results of this study indicate that the Project-Based Learning (PjBL) model has a significant effect on students' learning outcomes in Pancasila Education among fifth-grade students at SD Inpres 3 Talise. The implementation of PjBL encouraged students to participate actively in the learning process through project-based activities that fostered collaboration, critical thinking, creativity, and problem-solving skills. This was reflected in the increase in students' posttest scores in the experimental class, which were higher than those in the control class. The statistical analysis also confirmed a significant difference in learning outcomes between students taught using the Project-Based Learning model and those taught through conventional methods. Therefore, the Project-Based Learning model can be considered an effective learning approach for improving elementary school students' learning outcomes in Pancasila Education and may serve as an alternative instructional strategy to support more meaningful and student-centered learning.

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