Implementation of Differentiated Learning in Identifying Sentence Structures for Fifth Grade Elementary School Students: Analysis of Obstacles and Implementation Solutions

I Ketut Suar Adnyana[1]*, Putu Ronny Angga Mahendra[2], Wayan Meter[3], I Gusti Nyoman Putra Kamayana[4] iD

[1] Prodi Pendidikan Bahasa Indonesia, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Dwijendra, Denpasar,Indonesia
[2] Prodi Pendidikan Pancasila dan Kewarganegaraan, Fakultas keguruan dan Ilmu Pendidikan, Universitas Dwijendra. Denpasar,Indonesia
[3] Prodi Pendidikan Guru Sekolah Dasar, Universitas Terbuka, Denpasar,Indonesia
[4] Prodi Sastra Inggris, Universitas Dhyana Pura, Badung, Indonesia
*Corresponding author: suara6382@gmail.com

Abstrak

Pembelajaran berdiferensiasi di SD kelas V Gugus Untung Surapati, Kecamatan Denpasar Timur, belum berjalan maksimal. Guru mengalami kendala dalam melaksanakan pembelajaran berdiferensiasi dalam mengajarkan struktur kalimat. Permasalahan ini perlu dikaji untuk menentukan solusi yang dapat digunakan dalam pembelajaran struktur kalimat. Metode yang digunakan dalam menggali data adalah metode observasi, wawancara, dan analisis dokumen. Kendala yang dialami guru 1) keterbatasan tenaga pengajar. Untuk mengatasi kendala ini siswa dibagi dalam beberapa kelompok. 2) Kesulitan memahami konsep struktur kalimat. Untuk mengatasi kesulitan ini, guru dapat menggunakan metode picture and picture berbantuan keywords. 3) Keterbatasan waktu pembelajaran. Hal ini dapat diatasi dengan melakukan kolaborasi dengan guru sejawat dalam mengembangkan materi pembelajaran, 4) Jumlah siswa yang banyak, penerapan pembelajaran pembelajaran kooperatif (Cooperative Learning). dapat dijadikan solusi untuk mengatasi kelas dengan jumlah siswa yang besar 5) Keterampilan Guru dalam melaksanakan pembelajaran berdiferensiasi belum maksimal. Guru diberikan kesempatan dalam mengikuti pelatihan. 6) Setiap siswa memiliki kebutuhan, minat, dan tingkat kemampuan yang berbeda. Untuk mengatasi ini guru membuat rubrik penilaian yang fleksibel. 7) Guru dalam pembelajaran menggunakan berbagai pendekatan pembelajaran untuk memenuhi kebutuhan beragam siswa. Menyesuaikan penilaian dengan pendekatan pembelajaran yang berbeda ini menjadi tantangan bagi guru.Guru hendaknya membuat instrumen penilaian berdasarkan metode yang diterapkan dalam pembelajaran.

Kata Kunci: Pembelajaran Berdiferensiasi, Picture and Picture, Cooperative Learning

Abstract

Differentiated learning in fifth-grade elementary schools in the Untung Surapati cluster, East Denpasar District, has not yet been maximized. Teachers face challenges in implementing differentiated learning when teaching sentence structure. This issue needs to be examined to determine solutions that can be used in sentence structure teaching. The methods used for data collection include observation, interviews, and document analysis. The challenges faced by teachers include: 1) limited teaching staff. To address this, students are divided into several groups. 2) Difficulty understanding the concept of sentence structure. To overcome this difficulty, teachers can use the picture-and-picture method with the assistance of keywords. 3) Limited teaching time. This can be addressed by collaborating with fellow teachers in developing teaching materials. 4) With a large number of students, implementing cooperative learning can be a solution to handling large classes. 5) Teachers' skills in implementing differentiated learning are not yet optimal. Teachers are given opportunities to attend training sessions. 6) Each student has different needs, interests, and skill levels. To address this, teachers create flexible assessment rubrics. 7) Teachers use various teaching approaches to meet the diverse needs of students. Adjusting assessments to different teaching approaches becomes a challenge for teachers. Teachers should create assessment instruments based on the methods applied in teaching.

Keywords: Differentiated Learning, Picture, Cooperative Learning

1. INTRODUCTION

Indonesian plays a very important role in education in elementary schools. As a national and official language, Indonesian is the main tool in the teaching and learning process. Indonesian at the elementary school level plays an important role as a foundation for student literacy. Starting from the ability to read, write, listen and speak, these four competencies are basic skills that students must master (Aziezah, 2022; Hotmaria, 2021). Because good literacy will be able to support understanding and learning in all subjects. One of them is in learning about sentence structure. Learning about sentence structure is an important element in teaching Indonesian, especially in elementary schools. The ability to construct sentences correctly is the basis of literacy and effective communication (Sudiharto, 2018; Yusni, 2019). Understanding sentence structure helps students express their ideas clearly and regularly, both orally and in writing. In addition, a good understanding of sentence structure can support the development of their critical and analytical thinking skills (Harningrum, Yarmi, & Juhana, 2022; Puspitasati, 2021). Students who are able to construct sentences well will find it easier to understand the text they read, and will be more effective in conveying ideas and information in various contexts.

However, based on the results of observations carried out in elementary school class V in Gugus Untung Surapati, East Denpasar District, teachers experienced difficulties in teaching sentence structure. This is caused by different language abilities. Some students may already have a good understanding of sentence structure, while others may still struggle with basic concepts. Learning sentence structure involves understanding abstract concepts such as subject, predicate, object, clause, and phrase. For some students, this concept is difficult to understand without concrete examples and enough practice. Therefore, in the learning process the teacher must be able to know the character and learning style of each student, in order to create an active and meaningful learning process. One of them is by conducting an analysis of student learning readiness, student interests, and student learning profiles.

Learning should accommodate all these differences so that learning fulfills the needs of each individual (Kinasih & Sinaga, 2020; Sadikin, Lestari, & Aini, 2020). The diversity of each individual student must always be considered, because each student grows up in a different environment and culture according to the geographical conditions where they live. By accommodating differences in students' needs, this does not mean that learning is individualized, however, it tends to be learning that accommodates students' strengths and learning needs so that learning takes into account the differentiation that exists in students (Latifah, 2023; Noervadila & Misriyanti., 2020). Starting with the aspect of student learning readiness.Learning readiness is a student's readiness to study the subject matter that will be discussed. Students who are ready to learn are students who already have knowledge about what will be studied, understand it and have good skills (Astawa, 2022; Ferdian, Maryam, & Selamat, 2018). The second aspect is students' interest in learning. Teachers need to know students' interests so that learning is truly meaningful for students. Teachers can package learning according to students' interests. Students in the learning process are not stuffed with material that emphasizes learning content but students gain experience in learning. Teachers in the learning process should connect the content being studied with real situations in the students' environment (Fitriani & Yudiana, 2022; Rahmawati, Effendi, & Wulandari, 2022). This will attract students' attention. This student's interest is related to all the things the student likes or dislikes and his hobbies.

The third aspect is the learning profile. Student learning profiles refer to individual characteristics that influence the way they receive, process, and understand information. This profile covers various aspects such as learning styles, strengths and weaknesses, preferences, and conditions that support the learning process. Some of the main components of a student's learning profile are: there are students who have a visual learning style (looking at pictures,

reading), there are auditory ones (listening to lectures or discussions), there are also those who have a moving learning style (kinesthetic). Teachers must be observant in understanding the learning styles of each student (Aziz & Yuwono, 2020; Latifah, 2023). These three aspects need to be analyzed before the teacher carries out learning so that the learning objectives can be achieved optimally. One way is by teachers being able to design learning in the form of differentiated learning (Pranata, 2023; Sutamrin & Khadijah, 2021).

Differentiated learning is a student-centered learning model. In differentiated learning, the teaching and learning process, students can study subject matter according to their abilities, likes and needs so that they do not get frustrated and feel like they have failed in their learning experience (Gusteti & Neviyarni, 2022; Kusuma, Sumianto, & ..., 2023). The basic premise of differentiated learning is that students have different learning readiness, interests and learning profiles. Therefore, teachers carry out learning that focuses on implementing various learning methods so that learning is fun, relevant (according to student needs) and interesting for students (Hanina, Faiz, & Yuningsih, 2021; Sanjaya, Pageh, & Suastika, 2023). To accommodate this, teachers can implement differentiated learning. Teachers are expected to have the ability to design learning, so that they can carry out learning according to the characteristics of their students. That way, each student's individual needs will enable them to develop themselves according to their abilities.

The success of implementing differentiated learning really depends on the teacher. Differentiation basically means adapting teaching to meet the needs of particular students and their ways. In essence, differentiation is a way of thinking about teaching and learning. There are three aspects to differentiated learning (Herwina, 2021; Wahyuni, 2022). First, namely differentiation of learning content. Learning content includes material that will be presented in class. For example, in learning Indonesian, students are taught descriptive text. The teacher gives students the option to describe the object according to the students' wishes. Second, differentiate the process. Process aspects are meaningful activities that will be carried out by students in class. The learning process carried out in class is based on the student's learning style (Pramudianti, Huda, Kusumaningsih, & Wati, 2023; Sutrisno, Muhtar, & Herlambang, 2023). There are students who have visual, auditory and kinesthetic learning styles. The third aspect is assessment in the form of product creation which is carried out at the end which can measure the achievement of learning objectives. Students in making products are given choices based on the students' wishes. The products produced by students will be used to measure the achievement of learning objectives. Differentiated learning is designed to accommodate student needs and is adjusted to the obstacles experienced by students so that learning is meaningful for students (Latifah, 2023; Sanjaya et al., 2023). A meaningful learning design will foster students' interest in learning.

Several previous studies stated that differentiated learning can improve student learning outcomes (Suwartiningsih, 2021; Syarifuddin & Nurmi, 2022). This can be seen from students' test scores, because with differentiated learning students understand more about the material being studied. Differentiated learning can increase student learning activity and motivation, because this learning pays attention to student learning styles (Handiyani & Muhtar, 2022; Ramdhani, Sarifudin, & Darmawan, 2024). Other research states that differentiated learning models can develop students' learning potential and activeness (Dewi, 2024; Pramudianti et al., 2023). Based on previous findings, it can be said that the differentiated learning model has a positive impact on the learning process. However, previous research has not discussed sentence structure material. So, the difficulties experienced by teachers in learning sentence structure need to be studied intensively. So, the aim of this research is to analyze the problem differentiated learning about sentence structure in implementing differentiated learning and determining solutions to overcome these problems.

2. METHODS

Indonesian plays a very important role in education in elementary schools. As a national and official language, Indonesian is the main tool in the teaching and learning process. Indonesian at the elementary school level plays an important role as a foundation for student literacy. Starting from the ability to read, write, listen and speak, these four competencies are basic skills that students must master (Aziezah, 2022; Hotmaria, 2021). Because good literacy will be able to support understanding and learning in all subjects. One of them is in learning about sentence structure. Learning about sentence structure is an important element in teaching Indonesian, especially in elementary schools. The ability to construct sentences correctly is the basis of literacy and effective communication (Sudiharto, 2018; Yusni, 2019). Understanding sentence structure helps students express their ideas clearly and regularly, both orally and in writing. In addition, a good understanding of sentence structure can support the development of their critical and analytical thinking skills (Harningrum, Yarmi, & Juhana, 2022; Puspitasati, 2021). Students who are able to construct sentences well will find it easier to understand the text they read, and will be more effective in conveying ideas and information in various contexts.

However, based on the results of observations carried out in elementary school class V in Gugus Untung Surapati, East Denpasar District, teachers experienced difficulties in teaching sentence structure. This is caused by different language abilities. Some students may already have a good understanding of sentence structure, while others may still struggle with basic concepts. Learning sentence structure involves understanding abstract concepts such as subject, predicate, object, clause, and phrase. For some students, this concept is difficult to understand without concrete examples and enough practice. Therefore, in the learning process the teacher must be able to know the character and learning style of each student, in order to create an active and meaningful learning process. One of them is by conducting an analysis of student learning readiness, student interests, and student learning profiles.

Learning should accommodate all these differences so that learning fulfills the needs of each individual (Kinasih & Sinaga, 2020; Sadikin, Lestari, & Aini, 2020). The diversity of each individual student must always be considered, because each student grows up in a different environment and culture according to the geographical conditions where they live. By accommodating differences in students' needs, this does not mean that learning is individualized, however, it tends to be learning that accommodates students' strengths and learning needs so that learning takes into account the differentiation that exists in students (Latifah, 2023; Noervadila & Misriyanti., 2020). Starting with the aspect of student learning readiness.Learning readiness is a student's readiness to study the subject matter that will be discussed. Students who are ready to learn are students who already have knowledge about what will be studied, understand it and have good skills (Astawa, 2022; Ferdian, Maryam, & Selamat, 2018). The second aspect is students' interest in learning. Teachers need to know students' interests so that learning is truly meaningful for students. Teachers can package learning according to students' interests. Students in the learning process are not stuffed with material that emphasizes learning content but students gain experience in learning. Teachers in the learning process should connect the content being studied with real situations in the students' environment (Fitriani & Yudiana, 2022; Rahmawati, Effendi, & Wulandari, 2022). This will attract students' attention. This student's interest is related to all the things the student likes or dislikes and his hobbies.

The third aspect is the learning profile. Student learning profiles refer to individual characteristics that influence the way they receive, process, and understand information. This profile covers various aspects such as learning styles, strengths and weaknesses, preferences, and conditions that support the learning process. Some of the main components of a student's learning profile are: there are students who have a visual learning style (looking at pictures,

reading), there are auditory ones (listening to lectures or discussions), there are also those who have a moving learning style (kinesthetic). Teachers must be observant in understanding the learning styles of each student (Aziz & Yuwono, 2020; Latifah, 2023). These three aspects need to be analyzed before the teacher carries out learning so that the learning objectives can be achieved optimally. One way is by teachers being able to design learning in the form of differentiated learning (Pranata, 2023; Sutamrin & Khadijah, 2021).

Differentiated learning is a student-centered learning model. In differentiated learning, the teaching and learning process, students can study subject matter according to their abilities, likes and needs so that they do not get frustrated and feel like they have failed in their learning experience (Gusteti & Neviyarni, 2022; Kusuma, Sumianto, & ..., 2023). The basic premise of differentiated learning is that students have different learning readiness, interests and learning profiles. Therefore, teachers carry out learning that focuses on implementing various learning methods so that learning is fun, relevant (according to student needs) and interesting for students (Hanina, Faiz, & Yuningsih, 2021; Sanjaya, Pageh, & Suastika, 2023). To accommodate this, teachers can implement differentiated learning. Teachers are expected to have the ability to design learning, so that they can carry out learning according to the characteristics of their students. That way, each student's individual needs will enable them to develop themselves according to their abilities.

The success of implementing differentiated learning really depends on the teacher. Differentiation basically means adapting teaching to meet the needs of particular students and their ways. In essence, differentiation is a way of thinking about teaching and learning. There are three aspects to differentiated learning (Herwina, 2021; Wahyuni, 2022). First, namely differentiation of learning content. Learning content includes material that will be presented in class. For example, in learning Indonesian, students are taught descriptive text. The teacher gives students the option to describe the object according to the students' wishes. Second, differentiate the process. Process aspects are meaningful activities that will be carried out by students in class. The learning process carried out in class is based on the student's learning style (Pramudianti, Huda, Kusumaningsih, & Wati, 2023; Sutrisno, Muhtar, & Herlambang, 2023). There are students who have visual, auditory and kinesthetic learning styles. The third aspect is assessment in the form of product creation which is carried out at the end which can measure the achievement of learning objectives. Students in making products are given choices based on the students' wishes. The products produced by students will be used to measure the achievement of learning objectives. Differentiated learning is designed to accommodate student needs and is adjusted to the obstacles experienced by students so that learning is meaningful for students (Latifah, 2023; Sanjaya et al., 2023). A meaningful learning design will foster students' interest in learning.

Several previous studies stated that differentiated learning can improve student learning outcomes (Suwartiningsih, 2021; Syarifuddin & Nurmi, 2022). This can be seen from students' test scores, because with differentiated learning students understand more about the material being studied. Differentiated learning can increase student learning activity and motivation, because this learning pays attention to student learning styles (Handiyani & Muhtar, 2022; Ramdhani, Sarifudin, & Darmawan, 2024). Other research states that differentiated learning models can develop students' learning potential and activeness (Dewi, 2024; Pramudianti et al., 2023). Based on previous findings, it can be said that the differentiated learning model has a positive impact on the learning process. However, previous research has not discussed sentence structure material. So, the difficulties experienced by teachers in learning sentence structure need to be studied intensively. So, the aim of this research is to analyze the problem differentiated learning about sentence structure in implementing differentiated learning and determining solutions to overcome these problems.

3. RESULTS AND DISCUSSION

Result

Obstacles in implementing differentiated learning in identifying sentence structures for fifth grade students at SD Gugus Untung Surapati. These obstacles are as described below. The first, limited teaching staff. Schools may have limitations in terms of resources. To implement differentiated learning, each class should be handled by two teachers. With two teachers, each student can get more personal and individual attention. Teaching and classroom management duties can be shared between two teachers. This can reduce individual workload and enable more effective implementation of learning strategies. By involving It will be easier for teachers to manage student behavior and maintain a conducive classroom atmosphere, especially in classes with a large number of students. To overcome teacher limitations, students can be divided into small groups to teach specific material, allowing for more intensive learning and according to the needs of each group. Teachers can apply several different methods between one group and another.

The second, difficulty understanding the concepts of subject, predicate, object and description. So far, teachers have experienced difficulties in learning to identify sentence structures because students have difficulty defining the core structure of a sentence (which is the subject and which is the predicate). Teachers can use the picture and picture method with the help of keywords in learning to determine sentence structure. By using the picture and picture method students will more easily understand abstract concepts about sentence structure. The advantages of the picture and picture method are: First, visual involvement, which consists of a) Facilitating understanding: The use of pictures or diagrams can help students visualize sentence elements more clearly, help them link abstract concepts with concrete visual representations, b) Visual Stimulation: Visualization can trigger stronger emotional and cognitive responses than text alone, increasing student engagement in the learning process. Second Use of Keywords, namely a) Focus on Important Information: The use of keywords helps students to focus on important information in pictures or diagrams, helping them identify sentence elements more efficiently, b) Strengthen connections between concepts: Keywords can function as a reminder or transmitter for students, helping them connect visual concepts with related verbal concepts. Third is integration between Visual and Verbal, which consists of: a) Strengthening Connections Between Concepts: Integration between visual elements and helping students to link concepts represented in images with terms or concepts expressed verbally and b) Holistic Learning: The combination of visual and verbal allows students to comprehend and process information holistically, facilitating deeper understanding.

The third, limited learning time. Differentiated learning views students differently and dynamically. Differentiated learning does not mean individualized learning. However, it is more directed towards learning that accommodates needs. This is certainly an obstacle in implementing differentiated learning. Learning to identify sentence structures that is integrated in text learning results in students' understanding in identifying sentence structures not being optimal. Indonesian language learning in schools is text-based. Students are taught how to understand various kinds of texts and students are expected to be able to produce various kinds of texts. In text-based learning, students are taught about the linguistic elements in the text. One of these linguistic elements is identifying the sentence structure in the text.

Solutions to overcome time constraints can be done in the following ways: Collaboration between teachers: Working together with colleagues to plan and develop learning materials can save time. Teaching teams can share resources and ideas to create more efficient learning, Utilization of Technology: Using educational technology, such as online learning platforms, automated assessment tools, and digital resources can help reduce the workload and time required for preparation and assessment, Blended Learning:

Implementing blended learning methods where multiple subjects are taught simultaneously through the same project or theme can save time and provide a richer and more holistic learning experience for students. And Flipped Classroom. In the flipped classroom model, students learn new material at home through videos or reading materials, while time in class is used for discussions, practice, and more interactive activities. This can help maximize learning in identifying sentence structures.

The fourth, limitations of teaching materials. Limited teaching materials are one of the obstacles often faced in the world of education, especially when implementing differentiated learning. These limitations can affect the quality of learning and the teacher's ability to meet students' individual learning needs. Several aspects of limited teaching materials and strategies to overcome them are: Collaboration between teachers, teachers can work together to develop and share teaching materials. This collaboration can be carried out in the form of a teaching team. Teachers can collaborate in sentence learning. There are teachers who explain sentence structure material, while other teachers help students understand sentence structure by applying the Picture and Picture method based on keywords. The second is that teachers can collaborate in providing several pictures containing subjects, predicates, objects and information. The student is asked to arrange these words into a correct sentence. Teachers can create or utilize images available online. Teachers should vary the images that will serve as subjects. This variation is carried out so that students' mindsets are not patterned that what occupies the subject are people and words that are categorized as objects.

The fifth, large number of students. The number of students in one elementary school in Gugus Untung Surapati, East Denpasar District is between 25 and 30 students. This makes it difficult for teachers to pay special attention and adapt learning to each student. Managing a large class and ensuring that all students are engaged and getting what they need is a challenge in itself. The solution that can be applied to overcome this problem is the application of cooperative learning (Cooperative Learning). Students are divided into groups according to ability level to adapt learning to suit each student's needs. The Cooperative Learning (CL) model (Johnson and Johnson, 1989) incorporates five essential elements: positive interdependence, individual accountability, face-to-face promotive interaction, social skills, and group processing. With CL, students interact more actively with their friends. If possible, ask for help from another teacher to help supervise and provide support to students during learning. Teachers can assign students who have good academic performance to help their classmates to identify sentence structures.

Based on observation results, not all teachers have the skills to implement differentiated learning. In implementing learning, teachers apply learning as they usually do. Children with special needs have not been handled well. This is certainly detrimental to the student. The solution offered is to hold the following activities, namely: Professional Training and Development, providing regular training to teachers on the concepts, strategies and practices of differentiated learning. This can be in the form of workshops, seminars or online courses tailored to individual and collective needs, mentoring, teachers who are skilled in carrying out differentiated learning providing assistance to colleagues who are not yet skilled in carrying out differentiated learning related to learning sentence structures. Based on the results of observations, many teachers do not understand and cannot identify sentence structures well. This is certainly very worrying because teachers give the wrong information to students.

Provide an assessment is an important part of the learning program. The difficulty experienced by teachers in carrying out assessments is that each student has different needs, interests and levels of ability so that teachers have difficulty in assessing students' abilities in identifying sentence structures. Solutions that can help teachers overcome difficulties such as

the following. First, the difficulty in determining appropriate assessment criteria: The assessment criteria used to assess student performance in differentiated learning must be appropriate to student needs. Students' abilities in identifying sentence structures vary so that teachers experience problems in carrying out assessments. The solution that can be done is to create an assessment rubric that is flexible and can be adapted to the needs of each student. Second, the difficulty in Providing Differentiated Feedback: Every student has a different learning style and ability level, so effective and meaningful feedback for each student can be a challenge. The solution to overcome these difficulties is to provide specific and relevant feedback to each student based on their needs and ability levels, and the third difficulty in Adapting Assessment to Different Teaching Approaches: In differentiated learning, teachers may use a variety of teaching approaches to meet diverse needs student. Adapting assessments to these different teaching approaches can be challenging. The solution to overcome this obstacle is to differentiate assessments based on the teaching methods used. For example, if some students are working on a collaborative project while others are completing a written test, the assessment should reflect the approach used and provide a fair opportunity for each student to demonstrate their understanding.

Discussions

Based on the results of research that has been carried out, it shows that the implementation of differentiated learning in identifying sentence structures has not run optimally. This happens because there are several obstacles that occur, namely: First, a shortage of teaching staff and limited teaching time. Differentiated learning is learning that allows students to learn according to their learning styles, interests and abilities (Jumiarti & Kurniawati, 2023; Muhlisah, Misdaliana, & Kesumawati, 2023). So, to support the learning process, more than 1 teacher is needed in the class. When there are enough teachers, active and meaningful learning will be created. So, the solution to overcome this problem is to divide students into several groups so that teaching material can be divided according to students' learning styles. Teachers must be able to apply methods that prioritize group learning so that students can actively participate in learning. Apart from that, learning sentence structure in Indonesian can be said to be material that is quite difficult for students to understand, therefore extra teaching hours are needed so that the material can be well received by students. Therefore, teachers play an important role in creating learning that is able to overcome students' learning difficulties, namely by collaborating with colleagues to create active and fun learning (Sutisna & Widodo, 2020; Zephisius, 2021). So that the material presented can be well received by students.

Second, there are limited teacher abilities and available teaching materials. The teacher is the main component in learning. If the teacher's ability to teach and manage the class is still low, it will have an impact on the learning process. To be able to improve teachers' abilities in teaching and understanding the material, teachers must be active and willing to collaborate with colleagues, to develop abilities and teaching materials, so that the material presented can be received and understood well by every student (Naqiyah, Mariana, & Khusumadewi, 2022; Puspitasari & Wibowo, 2021). Differentiated learning is essentially learning that views students as different and dynamic. Therefore, teachers must have a plan for differentiated learning in order to meet students' learning needs (Netti & Hasnawati, 2022; Wulandari, Putrayasa, & Martha, 2023). By adapting teaching methods and learning materials to individual needs, differentiated learning can help students understand the material better and improve their academic performance (Faiz, Pratama, & Kurniawaty, 2022; Pratama, 2022). Students who receive appropriate help and challenge tend to show improvements in conceptual understanding. So that it can improve learning outcomes.

Third, the large number of students and evaluation. Differentiated learning is learning that prioritizes students' learning styles and interests in learning. This aims to improve students' abilities in what they like. Differentiated learning involves assignments and projects that challenge students to think critically and creatively (Dewi, 2024; Musa & Kumalasari, 2024). By providing students with opportunities to explore multiple perspectives and solutions, they can develop higher-order thinking skills that are important for future success. Apart from that, differentiated learning encourages students to be responsible for the learning that has been carried out independently. So, this learning with a large number of students will experience obstacles, because the teacher has not been able to condition the class to a large number. Apart from that, teachers will have difficulty evaluating what students have done. Because the assessment criteria used to assess student performance in differentiated learning must be in accordance with student needs. So, the solution that can be taken is that teachers must be able to use learning methods and approaches that suit students' learning styles, as well as using flexible assessment rubrics.

Overall, differentiated learning can provide great benefits for students by creating fun, relevant, and effective learning experiences and training student independence. However, of course, obstacles in its implementation cannot be avoided, so cooperation from all parties is needed, from the school principal to the student's parents, to be able to build learning that suits students' learning styles, interests and abilities. So that a meaningful learning process is created. Differentiated learning is very useful in learning, because it can reduce gaps in learning. The results of this research are in line with previous research stating that differentiated learning can improve student learning outcomes (Suwartiningsih, 2021; Syarifuddin & Nurmi, 2022). This can be seen from students' test scores, because with differentiated learning students understand more about the material being studied. Differentiated learning can increase student learning activity and motivation, because this learning pays attention to student learning styles (Handiyani & Muhtar, 2022; Ramdhani et al., 2024). Other research states that differentiated learning models can develop students' learning potential and activeness (Dewi, 2024; Pramudianti et al., 2023). Based on these findings, it can be said that differentiated learning has a positive impact on the learning process. The implication of this research is that in teaching teachers need to pay attention to students' learning styles, interests and initial abilities, so that teachers are able to design and use appropriate strategies, methods and media to create active, innovative and meaningful learning.

4. CONCLUSION

Differentiated learning in identifying sentence structures in elementary school class V in Gugus Untung Surapati, East Denpasar District has not run optimally. There are several obstacles experienced by teachers in implementing differentiated learning in determining sentence structure.Limited teaching staff. This can be overcome by dividing students into several groups. Groups are formed according to student needs. Difficulty understanding the concepts of subject, predicate, object and information. To overcome this difficulty, teachers can use the picture and picture method with the help of keywords. By applying this method, students will more easily understand abstract concepts about sentence structure. And limited learning time. Limited learning time can be overcome by collaborating with fellow teachers in developing learning materials, utilizing educational technology, implementing integrated learning, and implementing the Flipped Classroom model.

5. REFERENCES

Astawa, I. B. M. (2022). Peningkatan Spatial Thinking Skills Siswa dalam Pembelajaran Geografi melalui Metode Demonstrasi Berpendekatan Kontekstual. *Journal of Education Action Research*, 6(2), 242–251. https://doi.org/10.23887/jear.v6i2.45526.

Aziezah, R. K. (2022). Penggunaan Media Gambar Seri sebagai Upaya Meningkatkan Kemampuan Menulis Karangan Cerita pada Pembelajaran Bahasa Indonesia. *PTK: Jurnal Tindakan Kelas*, 2(2), 94–100. https://doi.org/10.53624/ptk.v2i2.56.

Aziz, F. R. N., & Yuwono, P. H. (2020). Analisis Gaya Belajar Visual, Auditorial, Kinestetik Siswa Berprestasi Di SD Negeri Ajibarang Wetan. *Jurnal Mahasiswa BK An-Nur : Berbeda, Bermakna, Mulia*, 6(1). https://doi.org/10.31602/jmbkan.v6i1.2658.

Dewi, H. (2024). Fenomena Digital Pembelajaran Berdiferensiasi Untuk Memaksimalkan Potensi Peserta Didik Bermetode Brackinalyde Berbasis Tensesdukling. *Ideguru: Jurnal Karya Ilmiah Guru*, 9(1), 29–39. https://doi.org/10.51169/ideguru.v9i1.714.

Faiz, A., Pratama, A., & Kurniawaty, I. (2022). Pembelajaran Berdiferensiasi dalam Program Guru Penggerak pada Modul 2.1. *Jurnal Basicedu*, 6(2), 2846–2853. https://doi.org/10.31004/basicedu.v6i2.2504.

Ferdian, A., Maryam, S., & Selamat, I. N. (2018). Analisis KesIapan Belajar Siswa Kelas X Mipa Dalam Pembelajaran Kimia. *Jurnal Pendidikan Kimia Undiksha*, 2(1), 8. https://doi.org/10.23887/jjpk.v2i1.21177.

Fitriani, N. L. P., & Yudiana, K. (2022). Video Pembelajaran Berbasis Wondershare Filmora pada Pembelajaran IPA Siswa Kelas V. *MIMBAR PGSD Undiksha*, 10(1), 73–83. https://doi.org/10.23887/jjpgsd.v10i1.43386.

Gusteti, M. U., & Neviyarni. (2022). Pembelajaran Berdiferensiasi Pada Pembelajaran Matematika Di Kurikulum Merdeka. *Jurnal Lebesgue : Jurnal Ilmiah Pendidikan Matematika, Matematika Dan Statistika*, 3(3), 636–646. https://doi.org/10.46306/lb.v3i3.180.

Handiyani, M., & Muhtar, T. (2022). Mengembangkan Motivasi Belajar Siswa melalui Strategi Pembelajaran Berdiferensiasi: Sebuah Kajian Pembelajaran dalam Perspektif Pedagogik-Filosofis. *Jurnal Basicedu*, 6(4), 5817–5826. https://doi.org/10.31004/basicedu.v6i4.3116.

Hanina, P., Faiz, A., & Yuningsih, D. (2021). Upaya Guru Dalam Mengatasi Kejenuhan Belajar Peserta Didik Di Masa Pandemi. *Jurnal Basicedu*, 5(5), 3791–3798. https://doi.org/10.31004/basicedu.v5i5.1402.

Harningrum, A. A., Yarmi, G., & Juhana, J. (2022). Hubungan Penguasaan Struktur Kalimat Dan Kemampuan Berpikir Kritis Dengan Keterampilan Menulis Eksposisi Siswa Kelas V SD. *ELSE (Elementary School Education Journal) : Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 6(1), 141. https://doi.org/10.30651/else.v6i1.9192.

Herwina, W. (2021). Optimalisasi Kebutuhan Murid Dan Hasil Belajar Dengan Pembelajaran Berdiferensiasi. *Perspektif Ilmu Pendidikan*, 35(2), 175–182. https://doi.org/10.21009/PIP.352.10.

Hotmaria. (2021). Upaya Meningkatkan Keterampilan Berbicara Bahasa Inggris pada Materi Pengandaian Diikuti Perintah/Saran Menggunakan Strategi Pembelajaran Three Step Interview. *Jear: Journal of Educational Action Research*, 5(1), 1–9. https://doi.org/10.23887/jear.v5i1.31558.

Jumiarti, D. N., & Kurniawati. (2023). Peningkatan Keterampilan Abad XXI pada Mata Pelajaran IPS melalui Pembelajaran Berdiferensiasi. *Jear: Journal of Educational Action Research*, 7(2), 160–168. https://doi.org/10.23887/jear.v7i2.55428.

Kinasih, S., & Sinaga, K. (2020). Kajian Penerapan Teori Pembelajaran Bermakna Ausubel Berdasarkan Perspektif Alkitabiah Pada Materi Hidrokarbon [a Study on the Application of Ausubel'S Meaningful Learning Theory on Hydrocarbon Chemical

Learning Based on a Biblical Perspective]. *Polyglot: Jurnal Ilmiah*, *16*(2), 141–153. https://doi.org/10.19166/pji.v16i2.2128.

Kusuma, Y. Y., Sumianto, S., & ... (2023). Pengembangan Model Pembelajaran Berdiferensiasi Berbasis Nilai Karakter dalam Kearifan Lokal pada perspektif Pendidikan Global di Sekolah Dasar. *Jurnal Pendidikan Dan Konseling*, *5*(1), 2936–2941. https://doi.org/10.31004/jpdk.v5i1.11446.

Latifah, D. N. (2023). Analisis Gaya Belajar Siswa Untuk Pembelajaran Berdiferensiasi Di Sekolah Dasar. Learning : *Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran*, *3*(1), 68–75. https://doi.org/10.51878/learning.v3i1.2067.

Muhlisah, U., Misdaliana, M., & Kesumawati, N. (2023). Pengaruh Strategi Pembelajaran Berdiferensiasi Terhadap Kemampuan Berpikir Kritis dan Kreatif Matematis Siswa SMA. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, *7*(3), 2793–2803. https://doi.org/10.31004/cendekia.v7i3.2762.

Musa, L., & Kumalasari, D. (2024). Implementasi Pembelajaran Berdiferensiasi dalam Upaya Pemenuhan Kebutuhan Belajar Murid pada Mata Pelajaran IPS. *Ideguru: Jurnal Karya Ilmiah Guru*, *9*(2), 804–814. https://doi.org/10.51169/ideguru.v9i2.826.

Naqiyah, N., Mariana, N., & Khusumadewi, A. (2022). Peran Guru Sebagai Model, Inspirasi dan Motivator, Ramah Budaya Untuk Membimbing Siswa di Sekolah Dasar. *Jurnal Peduli Masyarakat*, *4*(4), 733–742. https://doi.org/10.37287/jpm.v4i4.1412.

Netti, N., & Hasnawati, H. (2022). Peningkatan Kreativitas Siswa Melalui Strategi Pembelajaran Berdiferensiasi pada Pembelajaran PAI di SMAN 4 Wajo. *Educandum*, *8*(2), 229–241. https://doi.org/https://blamakassar.e-journal.id/educandum/article/view/887.

Noervadila, I., & Misriyanti. (2020). Pengaruh Gaya Belajar dan Motivasi Belajar terhadap Hasil Belajar Siswa pada Mata Pelajaran Matematika Kelas X IPS Semester Genap di MA Fathus Salafi. *Jurnal Ika: Ikatan Alumni PGSD Unars*, *8*(1). https://doi.org/10.36841/pgsdunars.v8i1.582.

Pramudianti, M., Huda, C., Kusumaningsih, W., & Wati, C. E. (2023). Kefektifan Implementasi Pembelajaran Berdiferensiasi pada Muatan Pelajaran PPKn Siswa Sekolah Dasar. *Jurnal Basicedu*, *7*(2), 1315–1312. https://doi.org/10.31004/basicedu.v7i2.4978.

Pranata, D. (2023). Pengaruh Model Pembelajaran Kooperatif Tipe Snowball Throwing Terhadap Hasil Dan Minat Belajar Peserta Didik (Literatur Review). *Innovative: Journal Of Social Science Research*, *3*(4), 3318–3328. https://doi.org/10.31004/innovative.v3i4.3724.

Pratama, A. (2022). Strategi Pembelajaran Berdiferensiasi Meningkatkan Kemampuan Literasi Membaca Pemahaman Siswa. *Jurnal Didaktika Pendidikan Dasar*, *6*(2), 605–626. https://doi.org/10.26811/didaktika.v6i2.545.

Puspitasari, Q. D., & Wibowo, A. (2021). Peran Guru Dalam Mengembangkan Kreativitas Siswa Kelas IV di SD Negeri Plebengan Bambanglipuro. *Pelita : Jurnal Kajian Pendidikan Dan Pembelajaran Indonesia*, *1*(1), 1–7. https://doi.org/10.56393/pelita.v1i1.105.

Puspitasati, N. (2021). Pengaruh Penguasaan Kosakata Dan Struktur Kalimat Terhadap Keterampilan Menulis Teks Eksposisi Bahasa Inggris. *Inference: Journal of English Language Teaching*, *4*(2), 163. https://doi.org/10.30998/inference.v4i2.6027.

Rahmawati, S., Effendi, M. R., & Wulandari, D. (2022). Pengembangan Media Pembelajaran Berbasis Google Workspace Dengan Optimalisasi Akun Belajar.id. *Paedagogie: Jurnal Pendidikan Dan Studi Islam*, *3*(1), 1–24. https://doi.org/10.52593/pdg.03.1.01.

Ramdhani, R. S., Sarifudin, D., & Darmawan, W. (2024). Pengaruh Pembelajaran Berdiferensiasi terhadap Motivasi Belajar Siswa dalam Pembelajaran Sejarah.

Ideguru: Jurnal Karya Ilmiah Guru, *9*(2), 1044–1049. https://doi.org/10.51169/ideguru.v9i2.1017.

Sadikin, I. S., Lestari, S., & Aini, S. (2020). Pembelajaran Daring Interaktif, Bermakna dan Menarik sebagai Upaya Optimalisasi Proses Pembelajaran masa Pandemi Covid -19. *JURNAL PENGABDIAN PADA MASYARAKAT*, *5*(4), 897–905. https://doi.org/10.30653/002.202054.647.

Sanjaya, P. A., Pageh, I. M., & Suastika, I. N. (2023). Bahan Ajar E-Modul Book Creatoruntuk Pembelajaran IPS Berdiferensiasi di Sekolah Penggerak. *JIPPG: Jurnal Ilmu Pendidikan Profesi Guru*, *6*(2), 410–421. https://doi.org/10.23887/jippg.v6i2.64252.

Sudiharto, S. (2018). Peningkatan Kemampuan Menyusun Kalimat Percakapan Dengan Menggunakan Media Gambar Siswa Kelas V Semester 2 Sd Negeri 1 Pekalongan Kec Batealit Kabupaten Jepara. *Jurnal Pendidikan Bahasa Indonesia*, *5*(2), 83. https://doi.org/10.30659/j.5.2.83-99.

Sutamrin, S., & Khadijah, K. (2021). Analisis Kemampuan Berpikir Kritis dalam Project Based Learning Aljabar Elementer. *EQUALS: Jurnal Ilmiah Pendidikan Matematika*, *4*(1). https://doi.org/10.46918/equals.v4i1.892.

Sutisna, D., & Widodo, A. (2020). Peran Kompetensi Guru Sekolah Dasar Dalam Meningkatkan Efektivitas Pembelajaran Daring. *Jurnal Bahan Manajemen Pendidikan*, *9*(2), 58–64. https://doi.org/10.24036/jbmp.v9i2.

Sutrisno, L. T., Muhtar, T., & Herlambang, Y. T. (2023). Efektivitas Pembelajaran Berdiferensiasi Sebagai Sebuah Pendekatan untuk Kemerdekaan. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, *7*(2). https://doi.org/10.20961/jdc.v7i2.76475.

Suwartiningsih. (2021). Penerapan Pembelajaran Berdiferensiasi untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran IPA Pokok Bahasan Tanah dan Keberlangsungan Kehidupan di Kelas IXb Semester Genap SMPN 4 Monta Tahun Pelajaran 2020/2021. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, *1*(2), 80–94. https://doi.org/10.53299/jppi.v1i2.39.

Syarifuddin, S., & Nurmi, N. (2022). Pembelajaran Berdiferensiasi dalam Meningkatkan Hasil Belajar Matematika Siswa Kelas IX Semester Genap SMP Negeri 1 Wera Tahun Pelajaran 2021/2022. *JagoMIPA: Jurnal Pendidikan Matematika Dan IPA*, *2*(2), 35–44. https://doi.org/10.53299/jagomipa.v2i2.184.

Wahyuni, A. S. (2022). Literature Review: Pendekatan Berdiferensiasi Dalam Pembelajaran IPA. *Jurnal Pendidikan MIPA*, *12*(2), 118–126. https://doi.org/10.37630/jpm.v12i2.562.

Wulandari, G. A. P. T., Putrayasa, I. B., & Martha, I. N. (2023). Efektivitas Asesmen Diagnostik dalam Pembelajaran Berdiferensiasi pada Pelajaran Bahasa Indonesia. *Nusantara: Jurnal Ilmu Pendidikan*, *3*(3), 433–448. https://doi.org/10.14421/njpi.2023.v3i3-5.

Yusni, Y. (2019). Hubungan Antara Penguasaan Kosakata dan Struktur Kalimat Bahasa Indonesia dengan Keterampilan Menulis Paragraf Argumentasi Siswa Kelas X SMA Negeri 6 Palopo. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, *5*(2), 440–455. https://doi.org/10.30605/onoma.v5i2.94.

Zephisius, R. E. N. (2021). Peran Guru Kelas Dalam Mengatasi Kesulitan Belajar Siswa Sekolah Dasar Di Tengah Pandemi Covid-19. *JIPD (Jurnal Inovasi Pendidikan Dasar)*, *5*(2), 148–155. https://doi.org/10.36928/jipd.v5i2.861.