



Challenges of Product Differentiation Learning in Indonesian Subjects at the Junior High School Level

Iis Sriyanti¹, Kiki Patma Permatasari², Lulu Yustiani³, Riskha Arfiyanti⁴, Nuning Wahyuningsih⁵

^{1,2,3,4,5} University of Swadaya Gunung Jati, Cirebon, West Java, Indonesia

Corresponding Author: iissriyanti88@gmail.com

Abstract: Separation learning, a methodology that can oblige the differing qualities of students' potential and characteristics, is regularly challenging for instructors to apply in schools. Numerous do not clearly understand the technical execution within the field or school. This inquiry points to supplying a diagram for instructors for specialized execution within the field, advertising a more critical understanding of item separation. This investigation employs a subjective approach and an expressive strategy. Based on what comes about, the challenge of actualizing item separation learning can be that it obliges the characteristics of students, which are demonstrated by understudies who are more dynamic when learning. Separated learning is not complicated and chaotic, but it may be a sensible exertion for the teacher to make a palatable product or result. The execution of separated learning, with its potential to make learning more viable and effective, holds guarantee and good faith for long-term instruction.

Keywords: Challenges, Product, Differentiation, Indonesian, Subject

INTRODUCTION

Instruction could be a handle that points to creating an individual's potential to fulfill life as an entirety, both cognitively and candidly (Gohivar et al., 2021). Instruction is basic in planning for creating solid human imperative abilities with worldwide competitiveness. The reality that understudies do their best in school will decide this features a noteworthy effect on the improvement of students' potential broadly within the handle (Hariyanto, Amin M, 2022); (Dimmock et al., 2021); (Harriss, 2019). The part of an instructor isn't, as it were, to be a flag-bearer for understudies, but, more than that, the part of an educator is to supply the leading and most important instruction for understudies. The significance of education in teaching the nation's life is contained within the 1945 Structure. The government is promoting autonomous learning and teaching campuses centered on separated learning. Separated learning is not a modern thing within the world

of instruction. In any case, separated learning that's assist created is anticipated to form the adaptability to memorize in students' ways/styles to realize learning triumph (Hidayah et al., 2023).

The institution's victory cannot be isolated from instruction administration, counting the educational modules (Nursalam et al., 2023). Separated learning is how understudies secure information based on their aptitudes, what they like, and particular needs. This makes understudies not stand up and feel like they are coming up short of their instructive endeavors (Tomlinson et al., 2014). Separated learning is an exertion to alter classroom learning to accommodate each student's learning needs. Differentiated learning may be a learning technique propelled to bolster the usage approach of Opportunity of Learning (Hidayah et al., 2023). The Free Educational programs emphasize the humanities by altering the wants of students. This instruction is called separated learning (Khoirurrijal et al., 2022). Separation could be a handle in instructing and learning exercises that consider understudies based on their abilities and what understudies like and meets the needs of understudies in carrying out the learning handle (Putri et al., 2023), usually in line with what is communicated (Hasibuan & Arie, 2023) that Separation implies giving understudies the flexibility to be imaginative with their capacities despite all the weight and restraint from others.

According to Purba (2021), in separate learning, four angles exist within the control or control of instructors, specifically Handle, Substance, Items, and Environment or Learning Climate within the classroom. Instructors can decide how these four perspectives will be executed in classroom learning. Item separation is related to the educational modules and learning materials. Instructors adjust the educational programs and learning materials based on students' learning styles (Marlina, 2019). Irdhina (2021) expressed that in separated learning, there are three ways to form diverse lesson items, specifically: 1) Altering what the educator will educate or what will be learned by understudies based on the level of availability; 2) Altering what the educator will instruct or what the understudies will learn based on the interface of the understudies; and 3) Altering how the item to be instructed or learned will be conveyed by the educator or gotten by understudies based on the learning profile possessed by each understudy.

Techniques that instructors can carry out to be able to distinguish the items that understudies will learn are 1) Using varied materials; 2) Employing a learning contract; 3) Giving understudy workshops with a brief term (scaled-down workshops); 4) Displaying

fabric with different learning modes; and 5) Giving different supporting frameworks such as offices, approaches, schedules or programs (Irdhina, 2021). This technique cannot be isolated from a teacher's discernment of students' tactile learning styles. Agreeing to Schiffman and Kanuk in Ujang Sumarwan (2018), discernment is how a person chooses, organizes, and deciphers jolts into a significant and coherent picture of the world. Schiffman and Kanuk (2009) expressed that the Three-Component Demeanor demonstration could be a demonstration created by behavioral specialists that precisely decides the composition of demeanors with the purposeful that behavior can be clarified and anticipated, specifically cognitive components, emotional components, and conative components.

LITERATURE REVIEW

Past studies have shown that separation in learning can increase understudy inspiration, diminish scholarly holes, and improve general learning results. In any case, particular inquiry about utilizing separation as an elective appraisal within the junior tall school environment is still restricted (Digna & Widiasari, 2023); (Harriss, 2019). The crevice that can be recognized is the need to investigate unequivocally item separation as an elective evaluation instrument in Indonesian learning at the junior high school level. Hence, this ponders points to finding the challenges and arrangements confronted in schools. The contrast in this article lies within the application of item separation as a device to discover how far it is connected to challenges and arrangements within the setting of Indonesian dialect learning. This investigation is anticipated to enhance the evaluation approach that centers on the differing qualities of students' potential in confronting challenges and limitations and extending the understanding of inventive ways to make strides in learning results and understudy learning encounters.

Based on the researcher's perceptions, issues around separated learning are still found. Even though numerous instructors have executed separated learning, there are still errors in fabricating separated items and their usage within the learning handle. Each Indonesian subject instructor sees students' tangible learning styles unexpectedly. Slameto (2003) states that discernment could be a handle that concerns the section of messages or data in the human brain. The data and messages are shown to show up as boosts that fortify the brain to handle assistance, influencing a person's behavior. This discernment impacts Indonesian subjects and drives instructors to form separate items. As a result, separated items made by instructors have not been able to meet the different needs of understudies

concerning their sensory learning styles. Separated learning is fabulous and perfect, but it could challenge instructors to be inventive. With this learning, students' potential is created, concurring with their needs, characteristics, and level of accomplishment. Be that as it may, instructors must endeavor to be dependable facilitators who realize learning by that concept. Based on the above, this consideration centers on the challenges of learning separation in Indonesian subjects at State Junior Tall School in Cirebon Rule.

METHOD

The inquiry about strategy employs a subjective approach with a graphic strategy. Subjective investigation centers on distinguishing archives and deciphering the meaning, indications, forms, and characteristics of people and bunches (Hiver et al., 2022), (Mayring, 2014). The subject in this study may be a junior tall school educator within the Indonesian subject in Cirebon City who has actualized item separation learning. The information collection strategies utilized are perception and interviews. Perceptions were carried out amid this thought, whereas interviews were conducted with instructors to discover the data required by the analysts.

The markers of item separation in learning (Kotler & Keller, 2008) can be known from 1) Shape procedures, seen from the sort, capacity of understudies, and learning destinations. 2) Highlight technique, seen from the characteristics and target of understudies. 3) Execution quality methodology, seen from accomplishments. 4) Fashion procedure seen from the learning demonstration.

RESULTS AND DISCUSSION

In the learning carried out at Cirebon Rule Junior Tall School, there are numerous deterrents and challenges confronted in item separation learning; after carrying out inquiry at the school, To begin with, SMP Negeri 2 Karangsembung, within the execution of learning carried out by the school, has met the pointers within the inquiry about rebellious. In any case, a few things have not been satisfied, from those in states that something is missing. The challenges confronted are a parcel of arrangement and additional in implementing this separation learning. Moment, SMP Negeri 1 Karangwareng The usage within the school has been significant. In any case, impediments occur within the separation of this item in learning methodologies that are still not great, so there is a jumble within the application with the student's circumstance. The Challenge:

1. Actualizing this separation takes much time.

2. Due to the incongruence of separation learning, the fabric will not be completed when the time runs out.
3. SMP Negeri 1 Paburuan The challenge confronted by the issue of time, the number of stages that ought to be passed, is what causes separated learning to center more on learning arrangement or pre-learning. This incorporates profiling, demonstrative appraisals, and the planning of diverse substances to suit the interface and needs of understudies.
 4. The four locales of SMP Negeri 1 Pasaleman confront challenges in altering students' learning needs. Recognizing the learning needs of distinctive understudies in each course can be troublesome, as understudies have diverse learning styles, levels of understanding, and interfaces.
5. The five SMP Negeri 1 Waled mental challenges are the most focused confronted at the school. A few understudies still need understanding and loathe their wants when they feel that distinctive learning uncovers contrasts in their capacities compared to their classmates.

To overcome this impediment, of course, from the research carried out, instructors have to have a profound understanding of the learning needs of understudies, as learning must be done on the side of understudies. Learning outside of understudies frees students' minds and possibilities, agreeing with their learning needs (Hadi, 2021). Separated learning is an exertion to alter the learning handle within the classroom to meet the learning needs of each individual (Herwina, 2021). Based on the portrayal of the inquiry, concurring with Herwina (2021), separated learning may be a way or exertion made by instructors to meet the learning needs of their understudies. Agreeing with Wulandari (2022), instructors play a reasonably significant part when deciding the expectations of their understudies, to be specific (1) deciding what understudies will accomplish through work pointers, (2) substance must show up within the item, (3) must arrange the method amid learning, and (4) through the item by planning the anticipated yield. This is usually in line with the supposition of Tomlinson (2000), who states that separated learning is an effort to alter the learning preparation within the classroom to meet the personal learning needs of each understudy. Separation Learning is learning that obliges, serves, and acknowledges the differences of understudies in learning concurring to student's status, interface, and inclinations (Wulandari, 2022). Challenge and inventiveness are the central focuses in item separation.

In arrangement for item redirection learning, a more cautious arrangement is required so that no one comes up short of realizing the objective. To be able to actualize separated learning within the classroom, things that must be done by instructors (Fitiyah & Bisri, 2023) include (1) Mapping learning needs based on three viewpoints, precisely: learning status, learning interface, and understudy learning profiles (can be done through interviews, perceptions, or overviews utilizing surveys, etc.), (2) Arranging separated learning based on the comes about of the mapping (giving different alternatives from procedures, materials, as well as learning strategies) (3) Assessing and reflecting on learning that has taken place. In expansion, it must be caught that the foremost critical thing in students' learning availability is not their insight level (IQ). In any case, the foremost vital thing is data, which is almost the student's information and abilities, as the introductory establishment for learning fabric or modern information. The reason for the distinguishing proof is to outline the learning needs of understudies, alluding to the level of learning availability so that instructors get ready for understudy learning that alters the level of learning status so that the fulfillment of learning for understudies can be satisfied (Joseph et al., 2013).

Things that ought to be considered by instructors in drawing in students' intrigue can be done by 1) Making learning that can pull in students' consideration, 2) Making a learning setting related to students' interface, Communicating the quintessence of the benefits that understudies learn, 4) Making understudy learning opportunity choices by analyzing problem-based learning that understudies can illuminate.

Separated learning points to supply suitable endeavors to meet the learning needs of its understudies. This is often in line with the conclusion of Tomlinson (2000). Separated Learning is an exertion that alters the classroom's learning handle to meet each understudy's personal learning needs. The requirements in the address relate to the interface, learning profiles, and learning availability. Separation Learning is carried out to encourage contrasts in students' learning needs, such as learning styles, interface, and learning status (Komalasari, 2023). Item separation is one of the learning separation methodologies based on multiple approaches to tasks that come about by prioritizing students' interfaces. Tomlinson (2004) clarified that item differentiation helps strengthen the memory of the material and create students' competencies or interfaces. Within the application preparation, understudies are coordinated to keep in mind the understanding that has been gotten and, after that, make this understanding within the shape of a product

according to the student's interface or competencies. This separation is within the shape of comes accomplished by understudies that will appear to the educator, which can be work, tests come about, introductions, talks, and others. Item separation has two things: giving challenges and alternatives in communicating the learning wanted by understudies by considering the quality of what comes about craved, what content is contained within the item, how it works, and the nature of the anticipated last item by the learning objectives.

Wahyuni (2022) expressed that Separated Learning is not individualized learning. Separated learning will more likely oblige students' qualities and needs with fitting learning techniques. This conclusion makes it clear that differentiated learning is not educating with a strategy as many as the number of students within the course. This is in line with the supposition of Herwina (2021), who expressed that separate learning is not cruel and that instructors must instruct 32 diverse ways to educate 32 understudies. It, too, is not cruel that instructors must increase the number of questions for understudies who work more quickly than others. The educator is free to determine a technique that utilizes the quality of the 32 understudies to work hand in hand to realize the anticipated learning objectives. Separated learning does not require instructors to gather their students according to their capacities. In line with the conclusion of Herwina (2021), Separated Learning is not cruel that instructors have to be a bunch of shinning understudies with brilliant or bad habits and vice versa. It, too, does not grant diverse errands for each child. In a classroom that actualizes separated learning, gathering arrangements will be adaptable, where understudies with qualities in a specific field will connect and coordinate with other companions. Understudies who are strong in one field don't essentially have the same quality in other areas (Herwina, 2021). For illustration, if understudies work slower in doing assignments in separated learning, teachers must separate them by giving them a slower explanation. On the off chance that it is still inconceivable to do it, the teacher can instantly alter the complexity of the task. Differentiated learning is not complicated, so teachers must prepare for diverse learning devices (Herwina, 2021). Instep must take sensible action to meet the wants of their understudies. This is usually in line with the supposition of Tomlinson (2017), who expressed that there is no exciting medicine for separate learning; it all depends on the wants of the understudies at that time.

CONCLUSION

This study reveals middle schools' challenges in the Cirebon District when applying a differentiated approach to Indonesian learning products. These findings provide critical information for developing more effective and diverse learning strategies in the classroom.

Differentiated learning attempts to adapt the classroom learning process to meet each student's learning needs. Differentiated learning accommodates and recognizes student learning diversity based on their readiness, preferences, and interests. Challenge and creativity are at the heart of what makes the product different. In differentiating learning products, teachers must play a sizable role in determining students' expectations, precisely (1) determining what students will achieve through work indicators, (2) the content must appear in the product, and (3) the process must be planned during the learning process. Learning, and (4) designing the expected outcome through the product.

BIBLIOGRAPHY

- Digna, D., & Widyasari, C. (2023). Teachers' Perceptions of Differentiated Learning in Merdeka Curriculum in Elementary Schools. *International Journal of Elementary Education*, 7(2), 255–262. DOI: <https://doi.org/10.23887/ijee.v7i2.54770>
- Dimmock, C., Yong, C., Nguyen, D., Anh, T., & Truong, T. (2021). Implementing education system reform: Local adaptation in school reform of teaching and learning. *International Journal of Educational Development*, 80(October 2020), 102302. <https://doi.org/10.1016/j.ijedudev.2020.102302>
- Gohivar, R. K., Yadav, S. K., Koirala, R. P., & Adhikari, D. (2021). Study of artifacts in thermodynamic and structural properties of Li – Mg alloy in liquid state using linear and exponential models. *Heliyon*, 7(October 2020), e06613. <https://doi.org/10.1016/j.heliyon.2021.e06613>
- Hariyanto, Amin M, M. S. (2022). Analyzing the Contribution of Critical Thinking Skills and Social Skills on Students' Character by Applying Discovery Learning Models. *International Journal of Education and Practice*, 10(1), 42–53.
- Harriss, C. (2019). Getting into character: Narrative form, motivation and Treme's Harley Watt. *Critical Studies in Television*, 14(3), 322–342. <https://doi.org/10.1177/1749602019856195>
- Herwina, W. (2021). Optimizing student needs and learning outcomes with differentiated learning. *Perspectives on Education*, 35(2), 175–182. <https://doi.org/10.21009/PIP.352.10>
- Hidayah, S., Irhasyuarna, Y., Istyadji, M., & Fahmi, F. (2023). Implementation of Merdeka Belajar Differentiated Instruction in Science Learning to Improve Student's Science Literacy. *Jurnal Penelitian Pendidikan IPA*, 9(11), 9171–9178. <https://doi.org/10.29303/jppipa.v9i11.3637><https://doi.org/10.29303/jppipa.v9i11.3637>
- Hiver, P., Al-Hoorie, A. H., & Larsen-Freeman, D. (2022). Toward a transdisciplinary integration of research purposes and methods for complex dynamic systems theory: Beyond the quantitative-qualitative divide. *IRAL - International Review of Applied*

Linguistics in Language Teaching, 60(1), 7–22.
<https://doi.org/10.1515/iral-2021-0022>

- Koskinen, R., & Pitkäniemi, H. (2022). Meaningful Learning in Mathematics: A Research Synthesis of Teaching Approaches. *International Electronic Journal of Mathematics Education*, 17(2), em0679. <https://doi.org/10.29333/iejme/11715>
- Lewis, C., & Perry, R. (2014). Lesson Study with Mathematical Resources: A Sustainable Model for Locally-led Teacher Professional Learning. *Mathematics Teacher Education and Development*, 16(1), 99–116.
- Mayring, P. (2014). *Qualitative Content Analysis Theoretical Foundation, Basic Procedures and Software Solution*. Klagenfurt, Austria
- Nastiti, F., & Abdu, A. (2020). Indonesia's Education Readiness to Face the Society 5.0 Era. *Edcomtech: Journal of Educational Technology Studies*, 5(1), 61-66. DOI: <http://dx.doi.org/10.17977/um039v5i12020p061>
- Nursalam, Sulaeman, Ridhwan Latuapo. (2023). Implementation of the Independent Curriculum through Project-Based Learning at the Integrated Play Group Driving School NurulFalah and Ar-Rasyid Banda. *Journal of Education and Culture* vol. 08, No 1. Doi: 10.24832/jpnk.v8i1.3769.
- Philip Kotler., and Kevin Lane Keller, "Marketing Management (13th Edition)", (Erlangga : Jakarta, 2008), pp. 8-10
- Putri, F., Suwandi, E., Rahmanigrum, K. K., & Mulyosari, E. T. (2023). Content Differentiation Learning Strategies on Students' Learning Interests in the Implementation of The Independent Curriculum. *Proceedings of the National Seminar on Basic Education*, 57–66.
- Rabitah Hanum Hasibuan, Arie Dwi Ningsih,. (2023). Analysis of Independent Curriculum Based on Differentiated Learning Early Childhood Education Level. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(6). DOI : 10.31004/obsesi.v7i6.5881
- Rusiyanti, R. H., Putri, R. I. I., & Zulkardi, Z. (2022). Implementation of Lesson Study for Learning Community (LSLC) and PMRI in Three-Dimensional Learning at A State Secondary School in South Sumatera. *Advances in Social Science, Education and Humanities Research*, 627, 317–321
- Tomlinson, Carol Ann, & M. (2014). *Assessment in a differentiated classroom. Proven Programs in Education: Classroom Management and Assessment*.