

## **Strengthening the Implementation of Differentiated Learning in Inclusive Elementary Schools Through the OL (Organizational Learning) Approach**

**Trimurtini<sup>1</sup>, Budi Waluya<sup>2</sup>, Nursiwi Nugraheni<sup>3</sup>, Kurniana Bektiningsih<sup>4</sup>,  
Putriaji Hendikawati<sup>5</sup>**

Universitas Negeri Semarang, Indonesia  
trimurtinipgsd@mail.unnes.ac.id

**Submitted:** 05<sup>th</sup> Feb 2024 | **Edited:** 22<sup>nd</sup> April 2024 | **Issued:** 01<sup>st</sup> July 2024

**Cited on:** Trimurtini, T., Waluya, B., Nugraheni, N., Bektiningsih, K., & Hendikawati, P. (2024). Strengthening the Implementation of Differentiated Learning in Inclusive Elementary Schools Through the OL (Organizational Learning) Approach. *Jurnal PKM Manajemen Bisnis*, 4(2), 75-84.

### **ABSTRACT**

The purpose of this community service activity is to improve the knowledge and skills of class teachers in designing differentiated learning programs. The method of implementing community service activities includes 4 stages that adopt the OL (Organizational Learning) approach. The four stages in OL are socialization, externalization, combination, and internalization. The results of the activities have been carried out in the socialization and externalization stages, where teachers have planned diagnostic tests for the basis for making differentiated learning tools. The participants' initial knowledge of differentiated learning scored 50, then increased by 39%, to reach a score of 89. The achievement of the score of increasing knowledge about differentiated learning exceeded the planned indicator of 75. The conclusion of the results of this Community Service activity is that the OL stage is used effectively in optimizing the understanding and practice of differentiated learning in Inclusion Elementary School.

**Keywords:** Differentiated Learning, Inclusion, Lo Approach

### **INTRODUCTION**

The independent curriculum began to be implemented in every school in Pringapus District, Semarang Regency. Without exception, the Klepu 02 State Elementary School (SDN) which implements the independent Independent Curriculum has changed. SDN Klepu 02 is the earliest elementary school designated as the only inclusion school in Pringapus District, Semarang Regency. Although now all schools are declared as inclusion schools, due to the inappropriate image of inclusion schools, SDN Klepu 02 has decreased the number of students from 2019 to 102, but in 2023 the number will only be 84 students. The image of the community around this school only accommodates less capable students, so parents around SDN Klepu 02 choose to send their children to other schools.

The condition of 84 students spread across 9 students in grade 1, 10 students in grade 2, 8 students in grade 3, 16 students in grade 4, 14 students in grade 5, and 27 students in grade 6. Where in each class there are one to two students with special needs (ABK). Because of the condition of students in this class and school, every teacher has more duties and responsibilities than class teachers, because in this elementary school, there is no accompanying teacher for ABK. All planning, learning processes, and assessments of both students with special needs and non-special needs are the responsibility of the class teacher.

The results of the service leader's interview with the Head of SDN Klepu 02 and a class teacher obtained information that educational services for students with special needs that have been carried out by teachers are remedial, namely the repetition of learning at the pace of each student. Despite efforts to provide educational services to students, there are still perceived shortcomings.

This is exacerbated by the Education Report Report of SDN Klepu 02 of 2021 which shows that students' literacy and numeracy skills are below the minimum score (complete data is in the appendix to the Education Report Card). Numeracy literacy is the knowledge and ability to use various numbers and symbols related to mathematics to solve practical problems in various contexts of everyday life and analyze information displayed in various forms (graphs, tables, charts, etc.) and then use it to predict and make decisions (Han et al., 2017). Learning directed at numeracy literacy skills is felt by teachers to be very heavy because they have to serve students with special needs in the classroom.

The majority of students with special needs at SDN Klepu 02 are classified as slow learners, which is one category of children with learning difficulties. Many opinions say that children with learning difficulties are one type of GDP. Slow learning children lack concentration, retention, level of abstract thinking than children their age (Albert, 2018). IQ tests of slow learners have scores between 70-90, below normal children (score 100) and above mentally retarded children (score <70) (Rovik, 2017). Based on the results of research conducted by Individulas with Disabilities Education Act (IDEA, 2018) about the problems of children aged 6 to 21 years in school are 51% of children with learning difficulties, 28% of children with emotional disorders, 13% autistic and 8% of other

disorders. The most common problem faced is children with learning difficulties where slow learning children are included.

The majority of students who attend SDN Klepu 02 are factory workers and many of their parents live separately (broken home) or students live and live with their grandparents. In terms of economy, it reaches more than 50% of parents in middle to lower economic conditions. The Principal and Teachers at SDN Klepu 02 concluded that the participation of parents is still considered insufficient in supporting the learning process and education of their children.

There is a principal and 8 teachers at SD N Klepu 02 consisting of 6 class teachers, 1 sports teacher and 1 religion teacher. But only two of them have received training on inclusive education. In addition, the accompanying teacher in charge of helping the implementation of inclusion education in this elementary school only came in early 2018 once a week for 3 months. This accompanying teacher is tasked with providing learning for children with special needs or children with learning difficulties separately (*pull out*) from other children. Such a model is called the partial inclusion model (Setianingsih, 2018).

After that, there were no more accompanying teachers sent by the Education Office. So after the accompanying teacher from the Education Office did not visit SDN Klepu 2, the teachers carried out classroom learning as usual and conducted remedial for slow learner children. If needed, occasionally give extra lessons outside of school hours. This kind of learning is called the full inclusion model.

The purpose of this Community Service activity is to optimize the role of teachers in designing and implementing differentiated learning to serve the learning needs of students in the classroom and students with special needs.

*Kurikulum Merdeka* strongly supports the realization of *Merdeka Belajar*, where learning favors students. Through differentiated learning, student needs are accommodated. It appears that teachers who apply differentiated learning will make a series of sensible decisions oriented to student needs (Moningka, 2022). Every student has different needs because of their different characteristics so it is impossible to be treated equally in the learning process. Teachers prepare learning with different treatments and actions for students.

In school or in the classroom there are different types of students because they have different levels of learning readiness, talents, interests, and learning styles. So that students need different learning services according to their uniqueness and characteristics, so that students can master the material and learning competencies optimally (Wahyuningsari et al., 2022).

Differentiated learning is a set of learning activities that pay attention to student learning needs, therefore the essence of differentiated learning is in line with the flow of progressivism (Fitra, 2022). The nature of progressivism is in line with the concept of differentiated learning, which is a form of effort in the learning process by paying attention to the learning needs of each student, but not burdensome to the teacher. Where teachers can explore themselves, design learning according to the mapping of student learning needs. This shows that the implementation of differentiated learning is very suitable to serve the learning of students with special needs as well as students in general in inclusion classes. Differentiated learning is an effort to harmonize the learning process in meeting the learning needs of each student (Gusteti & Neviyarni, 2022).

Differentiated learning practices require teachers who have the ability to modify learning objectives, processes, outcomes or products, and student learning environments (Gusteti & Neviyarni, 2022). The application of the instructions distinguished above allows the teacher to teach students according to their individual character types. The differentiated learning process can be used by schools to provide freedom for students to learn, because students do not have to be able to in all fields, but can explore themselves according to their respective abilities.

Students with various learning needs need to master numeracy literacy. Numeracy literacy is the earliest known literacy in the history of human civilization. Both are classified as functional literacy and are very useful in everyday life. Numeracy skills function effectively in learning, working, and interacting throughout life. Therefore, numeracy literacy is developed systematically and continuously, both in classroom learning activities and learning activities outside the classroom (Agustina & Zayyadi, 2023).

Research results of Budi Waluya et al (Danuri et al., 2022), one member of the service team produced that numeracy literacy skills are needed, especially in inclusion elementary schools. Numeracy literacy skills provide benefits for understanding

information in various forms of symbols, thus helping students understand problems in everyday life (Siregar et al., 2023). The recommended strategy is that teachers understand student characteristics and student needs so that they can help overcome student learning difficulties, as well as the importance of motivation for elementary school students who are still in the developmental stage. Numeracy literacy representation is very important for students to apply in everyday life to make it easier to solve daily life problems. Representing numeracy literacy in general is not too different between students with special needs and students in general. Students who are slow learners really need more time to be able to complete numeracy-related tasks and require high encouragement and motivation so that students will be encouraged and remain enthusiastic even though they have shortcomings compared to other students.

## **METHOD**

The school as a formal organization has a structure that allows the school to carry out its function as a good educational institution (Norlena, 2015). Each structure has a certain position, interacts with each other and performs the role as expected in accordance with its position.

This service activity adopts the OL (Organizational Learning) approach, considering the school as an organization. The OL approach is understood as organizational processes changing or modifying mental models, rules, processes or knowledge to improve performance (Basten & Haamann, 2018). The stages carried out in OL are: socialization, externalization, combination, and internalization (Basten & Haamann, 2018).

This stage in OL is built in 5 OL building blocks (Basten & Haamann, 2018) include: Systematic problem solving, Experimentation, Learning from past experience, Learning from others, and Transferring knowledge. The OL design applied in community service activities is depicted in the chart (Figure 1). Activities with partners will be carried out in 4 stages, namely socialization, externalization, combination, and internalization. This activity is carried out continuously to achieve the objectives of this service activity.



**Figure 1.** Stages of Implementation of Service Activities with OL Approach

## DISCUSSION

The school as a formal organization has a structure that allows the school to carry out its function as a good educational institution (Norlena, 2015). Each structure has a certain position, interacts with each other and performs the role as expected in accordance with its position.

This service activity adopts the OL (Organizational Learning) approach, considering the school as an organization. The OL approach is understood as organizational processes changing or modifying mental models, rules, processes or knowledge to improve performance (Basten & Haamann, 2018). The stages carried out in OL are: socialization, externalization, combination, and internalization (Basten & Haamann, 2018).

Details of the stages of implementation of activities as follows:

### 1. Socialization

Socialization activities have been carried out on August 5, 2023 with material on differentiated learning philosophies, diagnostic assessments, and the implementation of differentiated learning. The teachers, principals and supervisors were given socialization about the material.



**Figure 2.** Socialization stage

Through building blocks of systematic problem solving, the service team provides examples of problems about the application of differentiated learning programs and invites participants to discuss how to solve them. Systematic problem solving is a mode of behavior that is deliberate, effortful, rational, and consciously carried out (Mohaghegh & Furlan, 2020). So that at this stage teachers are directed consciously that differentiated learning is important and real needed in the inclusion classroom.

The next block building is learning from past experience, teachers are invited to reflect on curriculum design and implementation of learning that has been carried out so far, the advantages and disadvantages if in the form of differentiated learning programs. Learning from other is part of social learning which consists of three types, namely observational, imitation, and interactive learning (Felice et al., 2022). In observational learning, learners only passively pay attention to information flowing from other people or sources of information. In imitation learning, learners not only pay attention to the information obtained, but also repeat or imitate. Interactive learning is the most idela where learners and sources of information are involved in social interaction and exchange information reciprocally.

## 2. Externalization

The second stage is externalization, with teacher participants and principals and supervisors discussing together. Armed with the knowledge that has been obtained in stage 1, the teachers are accompanied to design differentiated learning in their respective classes.



**Figure 3.** Group discussions to share experiences

Block transferring knowledge occurs when all knowledge at the socialization stage is used by teachers to design this individualized learning. Next is the learning from others block, where teachers bergilirian present differentiated learning designs and other teachers can listen and give appreciation and suggestions. At this stage, the service team conducts full assistance, until a minimum of two differentiated learning is realized in the ideal good category.

### 3. Combination

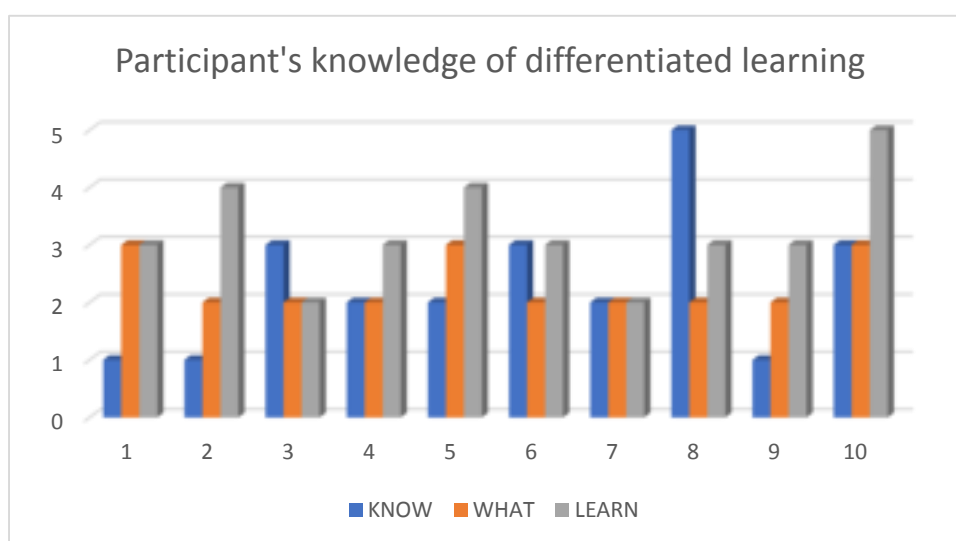
The combination stage is built with experimental blocks, where teachers implement differentiated learning designs to improve numeracy literacy skills that have been prepared. Observations were made on the level of concentration and learning focus of students with special needs, as well as increasing students' numeracy literacy skills.

### 4. Internalization

The internalization phase is planned to be carried out in September 2023. This stage is built with the learning form others block. The activity was in the form of FGD with participants of teachers, principals and representatives of parents to discuss lesson learning during the experimentation process. Teachers can learn from the experiences of other teachers and parents can learn from the experiences of teachers. As well as material for evaluation and preparation of follow-up activities for this activity. The role of the principal is very large in the sustainability of the program,

by co-designing academic activities at the school, and collaborating with Semarang State University, in research and service of lecturers and students.

The success indicators of this community service activity are measured using instruments compiled to measure the increase in partner empowerment levels quantitatively and qualitatively according to the problems of SDN Klepu 02. Two types of teacher empowerment at SDN Klepu 02 are (1) differentiated learning program design skills, and (2) skills in implementing differentiated learning to improve numeracy literacy skills. This service activity achieved success and increased into the very good category, with a quantitative completeness score of 89.



**Figure 4.** Increased participant knowledge about differentiated learning

## CONCLUSION

The participant's initial knowledge of differentiated learning scored 50, then increased by 39%, thus achieving a score of 89. The achievement of the score of increasing knowledge about differentiated learning exceeded the planned indicator of 75. The conclusion of the results of this Community Service activity is that the OL stage is used effectively in optimizing understanding and differentiated learning practices in Inclusion Elementary School. The limitation of this community service activity is the measurement of increasing numeracy literacy skills which has not been carried out thoroughly after differentiated learning practices. So that the suggestion for the sustainability of this community service activity is that after continuous differentiated learning is carried out, it is necessary to evaluate to measure the increase in students' numeracy literacy skills.

## REFERENCES

- Agustina, E., & Zayyadi, M. (2023). Kemampuan literasi numerasi siswa di sekolah inklusi. *APOTEMA: Jurnal Program Studi Pendidikan Matematika*, 9(1), 15–20.
- Albert, P. (2018). DIGITAL GAMES - A MAGICAL LEARNING TOOL FOR SLOW LEARNERS. *International Journal of Research-Granthaalayah*, 6(5), 407–412.
- Basten, D., & Haamann, T. (2018). Approaches for Organizational Learning: A Literature Review. *SAGE Open*, 8(3). <https://doi.org/10.1177/2158244018794224>
- Danuri, D., Waluya, B., Sugiman, S., & Andira, A. (2022). Literasi Matematika Ditinjau Dari Representasi Matematis Pada ABK Di SD Inklusi Tamansari 1 Yogyakarta. *Prosiding Seminar Nasionap Pascasarjana Universitas Negeri Semarang*, 239–243.
- Felice, S. De, Hamilton, A. F. D. C., Ponari, M., & Vigliocco, G. (2022). Learning from others is good , with others is better : the role of social interaction in human acquisition of new knowledge. *Philosophical Transactions B*, 378(20210357), 1–11.
- Fitra, D. K. (2022). Pembelajaran Berdiferensiasi dalam Perspektif Progresivisme pada Mata Pelajaran Ipa. *Jurnal Filsafat Indonesia*, 5(3), 250–258.
- Gusteti, M., & Neviyarni. (2022). Pembelajaran berdiferensiasi pada pembelajaran matematika di kurikulum merdeka. *Lebesgue: Jurnal Ilmu Pendidikan Matematika, Matematika Dan Statistika*, 3(3), 636–646.
- Han, W., Susanto, D., Diwayani, S., Pandore, P., Hanifah, N., Miftahussururi, Nento, M., & Akbari, Q. (2017). *Materi Pendukung Literasi Numerasi*. Kementerian Pendidikan dan Kebudayaan.
- IDEA. (2018). *IDEA Individuals with Disabilities Educatio Act Manual 2018*.
- Mohaghegh, M., & Furlan, A. (2020). Systematic problem-solving and its antecedents : a synthesis of the literature. *Management Research Review*, 43(9), 1033–1062. <https://doi.org/10.1108/MRR-06-2019-0284>
- Moningga, C. (2022). *Pembelajaran Berdiferensiasi Pra jabatan Tahun 2022*. Direktorat Jenderal Guru dan Tenaga Kependidikan.
- Norlena, I. (2015). Sekolah Sebagai Organisasi Formal (Hubungan Antar Struktur). *Jurnal Pendidikan Agama Islam*, 5(2), 43–55. <https://jurnal.uin-antasari.ac.id/index.php/tiftk/article/view/1831/1406>
- Rovik. (2017). INDIVIDUALIZED EDUCATION PROGRAM ( I E P ) MATA PELAJARAN KIMIA UNTUK SISWA SLOW LEARNER. *INKLUSI: Jurnal of Disability Studies*, 4(1), 91–118. <https://doi.org/10.14421/ijds.040105>
- Setianingsih, E. S. (2018). Layanan Bimbingan Dan Konseling Bagi Anak Berkebutuhan Khusus Melalui Pendekatan Islami Di Kelas Inklusi. *Konseling Edukasi: Journal of Guidance and Counseling*, 2(2), 1–24.
- Siregar, Y. A., Matondang, A. M., Ammy, P. M., Fitriani, Ammy, P. maisyarah, Harapah, M. Y., Siregar, A. M., Sholih, R., & Pohan, E. N. (2023). Development of Digital-Based Numeracy Literacy Capabilities and Increasing the Resilience Self-Efficacy of Elementary School Teachers Pengembangan Kemampuan Literasi Numerasi Berbasis Digital dan Peningkatan Self Efficacy Resiliensi Guru SD. *DINAMISIA: Jurnal Pengabdian Kepada Masyarakat*, 7(5), 1248–1255.
- Wahyuningsari, D., Mujiwati, Y., Hilmiyah, L., Kusumawardani, F., & Sari, I. (2022). Pembelajaran Berdiferensiasi Dalam Rangka Mewujudkan Merdeka Belajar. *Jurnal Jendela Pendidikan*, 2(04), 529–535.