

SULISTYOWATI. 2024. Efforts to Improve Science Learning Outcomes with Differentiated Learning of Grade 3 Students of SDN Malang. Thesis. Elementary School Teacher Education Study Program, FKIP, Universitas PGRI Madiun, Supervisors (I) Rissa Prima Kurniawati, M.Pd, (II) Fida Rahmantika Hadi, S.Pd., M.Pd

Differentiated learning refers to a teaching approach that provides various ways of learning that are in accordance with the interests, talents, and needs of each student, with the aim of achieving optimal learning outcomes. This approach is divided into three main categories, namely content differentiation, process differentiation, and product differentiation. The diversity of students can be seen in three main aspects: their learning readiness, interests, and study profiles. The objectives of differentiated learning include: 1) supporting all students to learn in a way that suits their needs, 2) increasing students' motivation and learning outcomes, 3) strengthening harmonious relationships between teachers and students, 4) helping students become more independent in learning, and 5) increasing teacher satisfaction in the learning process. This study aims to improve student learning outcomes with differentiated learning of science and natural sciences material in class III of SDN Malang. The type of research used is Classroom Action Research (CAR) with the teacher acting as the learning implementer and the observer acting as an observer. This classroom action research is to determine student learning outcomes in the subject (science and natural sciences). The objectives of this study are: (a) To describe efforts to improve science and natural sciences learning with differentiated learning of class 3 students of SDN Malang in the 2020 academic year (b). To describe student and teacher activities in differentiated learning. Based on the results of the analysis, there was a significant increase in learning outcomes from the pre-test to Cycle I to Cycle II, namely the average pre-test of students was 65 percent completeness (50%), Cycle I the average student score was 76 percent completeness (73%), Cycle II the average student score was 82.2 percent completeness (89%). Based on these findings, it can be concluded that differentiated learning can improve the learning outcomes of students in science in grade III of Malang State Elementary School.

Keywords: Differentiated learning, Learning Outcomes, Science.