

ABSTRAK

Tegar Aji Pasha. 2025. Implementasi Pembelajaran Berdiferensiasi dalam Kurikulum Merdeka pada Pelajaran IPAS Kelas V Sekolah Dasar. Skripsi. Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, UNIVERSITAS PGRI MADIUN. Suyanti, S.Pd., M.Pd, & Apri Kartikasari H.S, S.Pd., M.Pd.

Penelitian ini muncul berdasarkan latar belakang dalam perencanaan, penerapan dan penilaian pembelajaran berdiferensiasi sesuai dengan pedoman konten, proses dan produk. Bertujuan untuk menjabarkan implementasi pembelajaran berdiferensiasi dalam Kurikulum Merdeka pada pelajaran IPAS di SDN Bagi 02 melalui analisis komprehensif. Menggunakan pendekatan kualitatif studi kasus dengan mengumpulkan data dari beragam sumber dan pengamatan lapangan, mencakup pengamatan awal, wawancara, dan dokumentasi. Sampel penelitian melibatkan guru dan siswa kelas V. Keabsahan data dipastikan melalui teknik triangulasi sumber dan triangulasi teknik, kemudian data dianalisis menggunakan model Miles & Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru melakukan pemetaan awal melalui angket untuk memahami kebutuhan siswa, yang kemudian menjadi dasar penyusunan modul ajar. Dari pemetaan tersebut, teridentifikasi tiga gaya belajar siswa kelas V: auditori, visual, dan kinestetik. Dalam implementasinya, guru melakukan perencanaan, penerapan dan penilaian sesuai dengan diferensiasi konten, proses, dan produk. Guru meningkatkan keterampilan dan melakukan perbaikan secara berkelanjutan setelah pembelajaran.

Kata kunci : Berdiferensiasi, Kurikulum merdeka, IPAS.

ABSTRACT

Tegar Aji Pasha. 2025. Implementation of Differentiated Learning in the Independent Curriculum in Science Lessons for Grade V Elementary Schools. Thesis. Elementary School Teacher Education, Faculty of Teacher Training and Education, PGRI MADIUN UNIVERSITY. Suyanti, S.Pd., M.Pd, & Apri Kartikasari H.S, S.Pd., M.Pd.

This research emerged based on the background in the planning, implementation, and assessment of differentiated learning in accordance with the guidelines for content, process, and product. It aims to describe the implementation of differentiated learning in the Independent Curriculum in science lessons at SDN Bagi 02 through a comprehensive analysis. Using a qualitative case study approach by collecting data from various sources and field observations, including initial observations, interviews, and documentation. The research sample involved teachers and fifth-grade students. Data validity was ensured through source triangulation and technical triangulation techniques, then the data were analyzed using the Miles & Huberman model which includes data reduction, data presentation, and drawing conclusions. The results showed that teachers conducted initial mapping through questionnaires to understand student needs, which then became the basis for compiling teaching modules. From this mapping, three learning styles of fifth-grade students were identified: auditory, visual, and kinesthetic. In its implementation, teachers carried out planning, implementation, and assessment according to the differentiation of content, process, and product. Teachers improved skills and made continuous improvements after learning.

Keywords: Differentiated, Independent Curriculum, Science.