



Implementation of Differentiated Learning in the Merdeka Curriculum for History Subjects at Muhammadiyah High School Karanganyar

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Abstract

The purpose of this study is to describe how differentiated learning is used in learning Tarikh in the independent curriculum of SMA Muhammadiyah 1 Karanganyar. This research used a case study design and qualitative research methodology. Information was collected from documentation, interviews, and observations. The school principal, counseling teacher, Tarikh teacher, and two students from grade X and XII served as the research subjects. Triangulation of techniques and sources was used in the data validity test. The data were then subjected to three steps of analysis: data reduction, data presentation, and conclusion drawing based on Miles and Huberman's theory. The research findings show that teachers use diagnostic tests to map their students' learning needs and characteristics before developing lesson plans based on the mapping results. Content, process, and product differentiated learning is implemented by Tarikh teachers at SMA Muhammadiyah 1 Karanganyar. This is evident from the outcome mapping, which displays students' kinesthetic, auditory, and visual learning styles. Students who are passionate about learning differentiation provide supporting factors, and a friendly classroom environment with adequate infrastructure and resources helps students feel safe and comfortable. In contrast to tarikh learning, which is limited to 45 minutes per class, this learning is more hampered by the length of time. Weekly joint reflection is a solution offered by the Principal and the BK Teacher.

Keywords: Differentiated Learning, Tarikh, Learning Needs and Characteristics

Abstrak

Tujuan dari penelitian ini adalah untuk menguraikan bagaimana pembelajaran terdiferensiasi digunakan dalam pembelajaran Tarikh di kurikulum merdeka SMA Muhammadiyah 1 Karanganyar. Penelitian ini menggunakan desain studi kasus dan metodologi penelitian kualitatif. Informasi dikumpulkan dari dokumentasi, wawancara, dan observasi. Kepala Sekolah, Guru BK, Guru Tarikh, dan dua siswa kelas X dan XII berperan sebagai subjek penelitian. Triangulasi teknik dan sumber digunakan dalam uji validitas data. Data kemudian dikenakan tiga langkah analisis: reduksi data, penyajian data, dan penyusunan kesimpulan berdasarkan teori Miles dan Huberman. Temuan penelitian menunjukkan bahwa guru menggunakan tes diagnostik untuk memetakan kebutuhan dan karakteristik pembelajaran siswa mereka sebelum mengembangkan rencana pelajaran berdasarkan hasil pemetaan. Pembelajaran diferensiasi konten, proses, dan produk dilaksanakan oleh Guru Tarikh di SMA Muhammadiyah 1 Karanganyar. Hal ini terbukti dari pemetaan hasil, yang menampilkan gaya belajar kinestetik, auditori, dan visual siswa. Siswa yang bersemangat dalam mempelajari diferensiasi memberikan faktor pendukung, dan lingkungan kelas yang ramah dengan infrastruktur dan sumber daya yang memadai membantu siswa merasa aman dan nyaman. Berbeda dengan pembelajaran tarikh yang dibatasi 45 menit per kelas, pembelajaran ini lebih banyak terhambat oleh lamanya waktu. Refleksi bersama mingguan merupakan solusi yang ditawarkan oleh Kepala Sekolah dan Guru BK.

Kata kunci: Pembelajaran Diferensiasi, Tarikh, Kebutuhan dan Karakteristik Pembelajaran

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INTRODUCTION

Education is a process and endeavor to ensure that all human resources can be developed and function optimally. This is because there are five main components in education: 1) a conscious effort or desire to provide direction or assistance; 2) supervisors or instructors; 3) certain people have education; 4) directed and grounded guidance; and 5) tools used to support activities (Abudin Nata: 2001). The purpose of education is to create an intelligent and morally upright generation. Not only that, education also encourages the improvement of society from generation to generation. It is believed that education will foster creativity and innovation and produce generations capable of making changes (Ainia, 2020).

Education plays a crucial role in developing students' potential through the teaching and learning process. Learning must be designed with a clear vision, mission and goals. The learning benefits of learning activities can be realized with careful and mature preparation and conceptualization. Indonesian education is still developing, especially in an effort to improve the quality of learning in accordance with the needs and character of students. The Independent Curriculum introduced by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) in 2022 is one of the latest reforms. This curriculum provides more freedom for teachers to innovate in the learning process, including the application of differentiated learning (Syifa Nur Annisa; 2023).

Merdeka Curriculum seeks to design lessons that help students. New paradigm learning can be called the center of the learning process. To give educators more room to create lesson plans and assessments that suit the needs and characteristics of their students, the new paradigm of education combines competency mapping, autonomous learning, and minimum competency assessment (Susanti Sufyadi, 2021). Differentiated learning is a key component of the Independent Curriculum that allows teachers to customize their teaching practices to suit the needs of individual students and give them the best chance of success.

Differentiated learning ensures that every student has an equal opportunity to succeed by allowing teachers to adapt their teaching methods to the specific needs of each student. Students can learn material based on their needs, interests and ability levels through differentiated learning. This allows teachers to customize the needs of each student. According to Tomlinson (2000), differentiated learning is an attempt to modify the learning process in the classroom to accommodate the unique learning needs of each student. Kusuma (2000) defines differentiated learning as a series of logical decisions made by teachers and students with an emphasis on needs.

To achieve optimal learning success, teachers need to implement varied learning strategies. An examination of students' interests, readiness and learning preferences should be the basis for choosing the best teaching strategy. This is in line with Nasution's (2017) viewpoint, which highlights the importance of understanding students' learning needs. Students' prior knowledge and abilities form the basis for their learning needs. Through this approach, students who have a faster ability to understand the material can be given higher challenges, while students who need more time and guidance can be specially facilitated.

In the context of Tarikh (Islamic history) subject, the application of differentiated learning at SMA Muhammadiyah 1 Karanganyar is very relevant, where students have diverse backgrounds, interests, and abilities. With differentiated learning, teachers can accommodate these differences through variations in learning content, processes, and products (Dirjo, 2023). The implementation of differentiated learning in the independent curriculum aims to increase students' motivation, active involvement, and achievement. Tarikh subject not only functions as a transmission of knowledge of Islamic history, but also as a vehicle for character building. Given the individual differences in understanding and applying Islamic values, the differentiated learning approach becomes very relevant in the context of Tarikh learning.

RESEARCH METHODS

This research uses a case study design combined with qualitative research. A researcher uses case studies in qualitative research to collect detailed information and data about the events and topics under study; the findings are descriptive (Merriam & Tisdell, 2016). SMA Muhammadiyah 1 Karanganyar which is located on Jl. Mayjen Yudomo SHD No. 12, Manggeh, Tegalgede District, Karanganyar, Karanganyar Regency, Central Java, is where the research was conducted. Two data sources were used to obtain the research findings: primary data sources, which came from observations and interviews, and secondary data sources, which came from books, journals, previous research, and documents.

For this research, data was collected through documentation, interviews and observation. Direct information about differentiated learning was collected by the Tarikh subject teacher of SMA Muhammadiyah 1 Karanganyar through observation activities carried out for 4 days. To find out more about the research focus, interviews were conducted with the principal, guidance and counseling teacher, Tarikh teacher, and two students of grade X and XII. Meanwhile, the research documentation consisted of teaching modules, student-made items, teaching materials, and other complementary documents. To ensure the accuracy of the data, technical and source triangulation was conducted. Technical triangulation is the process of integrating and verifying data collected through observation, interviews, and documentation. The Miles and Huberman analysis technique (Abdussamad, 2021) will then be used to analyze the data obtained through three steps, namely data reduction, data presentation, and conclusion drawing. The data reduction process was carried out by sorting, concentrating, and simplifying the data collection collected at SMA Muhammadiyah 1 Karanganyar and adjusting it to the research topic. Based on the results of data reduction, the data is presented in the form of a description with a clear flow about the application of differentiated learning in the autonomy curriculum in Data subjects at SMA Muhammadiyah 1 Karanganyar. Based on the description that has been given, conclusions can be drawn.

RESULTS AND DISCUSSION

1. Implementation of Differentiated Learning in Tarikh Subjects

a. Diagnostic Assessment

Non-cognitive Diagnostic Assessment

The purpose of non-cognitive diagnostic assessment is to determine the psychological, emotional, and social conditions of students (Antika et al., 2023; Maut, 2022). This assessment is carried out to see the condition of each student to make it easier for teachers to map students according to their specific conditions. Maut (2022) and Huda & Nurhuda (2023) mentioned five objectives of non-cognitive diagnostic assessment, namely: 1) Knowing the level of psychological, emotional, and social well-being of students. 2) Knowing what students do when studying at home. 3) Knowing the financial condition of the family. 4) Knowing the background of the social environment. 5) Know the student's personality, interests, and learning preferences.

Goelman (1995) asserts in his book "Emotional Intelligence" that a person's academic and personal achievements are greatly influenced by non-cognitive traits including empathy, stress management, and interpersonal skills. To help them realize their full potential, students who exhibit high levels of anxiety or lack of desire may require specific interventions. According to research by Duckworth and Seligman (2005), self-control and persistence are more important indicators of academic achievement than IQ. As a result, non-cognitive diagnostic tests can provide teachers with important information to help them create learning plans that are more tailored to each student's needs.

Investigating students' motivation, attitude and interest in Tarikh content requires non-cognitive diagnostic testing. Tarikh teachers can find students who may have difficulties in

Tarikh learning by conducting non-cognitive diagnostic tests. This can be due to external factors such as a less conducive learning environment or internal reasons such as poor learning motivation. Assessment findings can be the basis for further assistance or modifications to the learning process. Tarikh teachers at SMA Muhammadiyah 1 Karanganyar use a questionnaire containing their views on tarikh learning and students' learning styles to obtain non-cognitive diagnostic assessment findings. Tarikh teachers can create interesting and relevant learning activities in learning methods with the help of information gathered from the questionnaire. By giving students additional opportunities to speak up or offering personalized assistance, the assessment findings can be used to modify instruction during the course.

Cognitive Diagnostic Assessment

Cognitive diagnostic assessment is used to measure students' achievement of competencies and decide whether competencies have been met. This is done routinely. To find out how well students are able to capture the subjects taught, cognitive diagnostic assessments are carried out at the beginning and end of the learning process (Ika Maryani, 2023). According to Himasari et al. (2018), cognitive diagnostic assessment is used to determine students' competency performance, match classroom teaching with students' average competence, and offer remedial teaching to students whose abilities are below average. The three objectives of cognitive diagnostic evaluation are as follows: 1) Determine the achievement of student competence. 2) Create lessons based on students' average level of competence. 3) 3) Creating remedial courses that can accept students with below-average performance (Jang & Wagner, 2013; Soeharto et al., 2019).

Teachers use cognitive diagnostic assessment as an evaluation method to determine students' prior knowledge and skills before they start learning. In his taxonomy, Bloom (1968) states that the purpose of this assessment is to assist teachers in determining how well students have grasped the content that will be the foundation of future instruction. Written exams, quizzes, and other assignments meant to measure fundamental ideas and academic proficiency can be included in this evaluation.

This assessment is an important first step in learning Tarikh to ensure the success of the process. Teachers can find out their students' strengths and limitations by asking questions that assess their understanding of fundamental ideas, their capacity to evaluate historical sources, and their critical thinking skills. Tarikh teachers at SMA Muhammadiyah 1 Karanganyar conduct this assessment regularly by giving summative exams, midterm exams (STS), and end-of-semester summative exams (SAS) along with assessment indicators that are appropriate to the level of student understanding. Lesson plans that are more tailored to the needs of each student can then be made using the assessment results. For example, teachers should provide students with additional exercises to evaluate and recognize causal relationships in Tarikh courses if they have difficulty understanding the idea of causal relationships. Therefore, cognitive diagnostic evaluation is essential for improving the standard of history education.

b. Content Differentiation

Content Differentiation in Tarikh Learning at SMA Muhammadiyah 1 Karanganyar seeks to meet the educational needs of students by adapting the curriculum and learning strategies according to the talents, interests, and learning preferences of each student. The presentation of various knowledge is very important in learning Tarikh which includes the history of the evolution of Islam, so that all students can understand and appreciate the historical journey as a whole. Content differentiation, according to Kristini (2021), is the process of teachers assigning material to students according to their learning preferences and level of preparation.

By offering a variety of sources, including historical texts, infographics, movies, and interactive presentations, content can be differentiated. The utilization of various media helps students with kinesthetic, visual and auditory learning styles in understanding the content according to their preferred methods. In addition, teachers can use primary and secondary materials from modern Islamic literature or historical narratives to give students a deeper and more comprehensive understanding of different aspects of Islamic history when teaching Tarikh. This is in accordance with the idea put forward by Tomlinson (2001), who states that content differentiation should consider the specific needs of each student to understand a subject.

In addition, teachers can assign various tasks to their students. For example, more advanced students can be asked to research Tarikh figures or conduct historical analysis, while students with basic understanding can be given simple tasks such as summarizing or explaining the course of events. Thus, differentiation in Tarikh teaching at SMA Muhammadiyah 1 Karanganyar keeps students inspired and confident. It is hoped that the use of topic differentiation in teaching Tarikh at SMA Muhammadiyah 1 Karanganyar will improve students' understanding of Islamic history while encouraging critical thinking and respect for the heritage of Islamic civilization.

c. Process Differentiation

The purpose of process differentiation in Tarikh learning at SMA Muhammadiyah 1 Karanganyar is to modify learning strategies and learning exercises so that each student can access content according to their unique needs and skills. Process differentiation in Tarikh learning refers to planning different learning activities or methods, including case studies, group discussions, historical event mapping, and presentations. These methods assist students in processing historical material in ways that are more suited to their learning styles and levels of understanding. By offering learning opportunities based on each student's unique skills and traits, differentiation is applied to emphasize student-centered learning and demonstrate that there is more than one method to uphold the integrity of student learning.

Students can have a deeper understanding of Tarikh content through this individualized learning technique. For example, students who learn best in groups can participate in group projects or conversations to study key moments in Islamic history. On the other hand, students who learn best on their own can be given a separate assignment to investigate a specific historical subject and write a report on their own reflections. The reason why this process differentiation strategy works so well, according to Tomlinson (2001), is that it gives students the freedom to learn in the way that is most comfortable for them, which increases their motivation and engagement.

According to the Tarikh teacher at SMA Muhammadiyah 1 Karanganyar, teachers can also use various tools to achieve process differentiation, such as idea maps that assist students in making connections between historical events or comparison tables of the contributions of significant Islamic figures. As students are encouraged to see the connections between historical events more thoroughly and broadly, this diverse approach not only helps them learn the content but also develops their critical thinking skills. In Tarikh learning, SMA Muhammadiyah 1 Karanganyar uses process differentiation, which should cater to the various requirements of students and make them all feel engaged and intellectually challenged. Students gain an understanding of the subject matter as well as experience in contextualizing, evaluating and connecting Islamic history.

d. Product Differentiation

The purpose of product differentiation learning in the Date subject in Merdeka Curriculum is to provide students with opportunities to demonstrate what they have learned through a variety of work products. This strategy allows students to choose the most effective techniques based on their learning preferences and styles, thus increasing their motivation

and level of engagement in the process. In order for each student to demonstrate their understanding in a way that best suits their learning style and aptitude, SMA Muhammadiyah 1 Karanganyar's Tarikh learning program uses product differentiation to offer differences in the end results required of them.

This method gives students the opportunity to demonstrate their creativity and critical thinking skills while increasing their enthusiasm for learning. Heacox (2002) asserts in his book "Differentiating Instruction in the Regular Classroom" that giving students choices in learning objectives increases their sense of involvement and accountability to their education. Teachers at SMA Muhammadiyah 1 Karanganyar use product differentiation in Tarikh learning by offering various assignments that are aligned with the subjects studied. For example, creating interactive maps, booklets, or posters about historical events in Islam that are completed in groups according to each group's preferred learning style. All students present their results after completing the project, using similarities and contrasts to help each group learn more.

In addition, product differentiation allows educators to conduct a more thorough assessment of student understanding. Teachers can see more aspects of student learning through the product differentiation learning form, including analytical, synthesis, and application skills that will be evaluated by the Tarikh teacher using an evaluation rubric. As a result, product differentiation in Tarikh learning promotes the development of students' basic skills in addition to meeting various learning demands. These include problem-solving, teamwork, and communication skills that will help in their future personal and professional lives.

e. Differentiated Learning Learning Environment

The learning environment according to Mariyana (2010) is a way for students to devote themselves to being creative and active, which includes changing many things to acquire many new behaviors from these activities. A classroom setting that encourages varied teaching within SMA Muhammadiyah 1 Karanganyar to foster a supportive environment for all students is essential. Learning environments should be created within the framework of an autonomous curriculum to accommodate students' diverse needs, interests and learning preferences. This can be achieved through the use of technology that facilitates learning, the creation of flexible classrooms, and the provision of a variety of educational resources. Students can learn in the method that suits them best in a flexible classroom. Teachers can arrange tables and chairs in different ways to facilitate presentations, group discussions and individual work.

The learning environment according to Aini (2012) is everything that is around the place of learning and has a direct or indirect influence on learning behavior and development. Amelia and Rusman (2022) define the learning environment as everything that surrounds students, including peers, teachers, learning strategies, teaching materials, and other elements that affect student learning.

Creating a learning environment that allows each student to learn according to their unique needs, increases motivation, encourages collaborative learning, and deepens student understanding requires a variety of adaptable and diverse resources, media and technology. Children's different learning needs impact on this. For example, children with visual learning styles will prefer to study in the library as they know that learning is best achieved by reading and writing. Listening to audio recordings would be appropriate for students with auditory learning styles who are more responsive to information presented verbally or through sound. On the other hand, kinesthetic learners those who prefer hands-on activities and hands-on practice will be assigned projects that utilize teaching aids.

f. Assessment

Appearance Assessment

One evaluation method that highlights students' capacity to use their knowledge and abilities in authentic situations is performance assessment. Through various tasks or projects, this assessment is an important tool in differentiated learning to determine and evaluate students' understanding. Wiggins and McTighe (2005) state in their book "Understanding by Design" that performance evaluation provides a more complete view of students' skills than traditional exams that emphasize memorization. It allows educators to evaluate student learning in a number of areas, such as teamwork, creativity, and critical thinking skills.

The goal of differentiated learning is to accommodate the unique learning needs of each student, and performance evaluation can help achieve this goal by providing students with multiple opportunities to demonstrate their skills. According to (Tomlinson, 2001), performance evaluation allows students to apply their interests and strengths to the task, which increases their enthusiasm and engagement in the educational process. Depending on their preferred learning method, students may decide to write an essay, create a multimedia project, or a presentation.

Teachers can determine each student's strengths and weaknesses more thoroughly by using performance assessments. A student who struggles on a written exam, for example, may be better able to demonstrate understanding in a project or presentation. Teachers in Tarikh can create performance challenges that allow students to collaborate, solve real-world problems, and create meaningful products through differentiated learning. Students gain skills that will help them in the future beyond learning the subject matter in this way.

Performance evaluations should be conducted using a straightforward and easy-to-understand grading rubric. Students can use these rubrics to evaluate their own work and gain a better understanding of the requirements for success. Teachers provide useful and constructive criticism to students so that they can see their weaknesses and be inspired to continue learning and improving. As a result, performance evaluation in differentiated learning evaluates student growth and processes in addition to learning outcomes.

Process Assessment

Process assessment in SMA Muhammadiyah 1's special learning program for the topic of Karanganyar dates seeks to measure student growth throughout the educational process, not just at the end. In their research, Galuh et al. (2024) claim that this process evaluation helps teachers understand how students engage with the content and hone their critical thinking skills. Teachers can determine students' strengths and weaknesses and create effective treatments by using strategies such as document studies, interviews, and observations.

With differentiated learning, educators can modify their lesson plans and teaching strategies to meet the needs of each student. This process evaluation allows for more focused and detailed feedback, thus improving learning outcomes. To assess students' understanding more thoroughly, Tarikh teachers use group discussion techniques, cooperative projects or stimulation.

Teachers can ensure that each child receives the help they need to grow and realize their full potential by using this assessment procedure. With the limited time for Tarikh learning at SMA Muhammadiyah 1 Karanganyar, it helps in filling learning gaps that may arise from modifying teaching strategies. Therefore, in the integrated learning of Tarikh at SMA Muhammadiyah 1 Karanganyar, process evaluation not only evaluates learning outcomes but also encourages a more efficient and satisfying learning environment.

Progress Assessment

At SMA Muhammadiyah 1 Karanganyar, progress evaluation in a diverse history curriculum is an important instrument for tracking students' ongoing learning progress. Teachers can make more effective modifications to their teaching methods by using these progress assessments to collect pertinent data on student development over time. Progress

assessment, according to Wiggins and McTighe (2005), provides students with ongoing feedback so that they can pinpoint the excellence of their learning process and places for development.

Through a variety of techniques and strategies, differentiated learning seeks to meet the unique needs of each student. Teachers can evaluate their students' development in a number of areas, including their understanding of historical topics, analytical abilities and critical thinking skills, by using progress assessments. Compared to summative evaluations, which only evaluate the results of learning exams, these offer a more comprehensive view of students' abilities.

A more welcoming and supportive learning environment can be facilitated by progress evaluation. Students' enthusiasm and engagement in the learning process can be enhanced by providing feedback through progress (Black & William, 1998). Teachers can help students understand their learning goals and make plans to achieve them by providing detailed and useful feedback. To help all children realize their full potential, progress assessments also allow teachers to determine the exact needs of those who need more help. As a result, the use of progress evaluations in the classroom at SMA Muhammadiyah 1 Karanganyar not only improves teaching standards but also offers long-term benefits for children's academic and personal growth.

2. Supporting and Hindering Factors of Differentiated Learning Implementation

a. Supporting Factors for the Implementation of Differentiated Learning

Differentiated learning can be successfully implemented with the help of various stakeholders. According to the principal and Tarikh teachers, the aspects that encourage this learning are: children's excitement, a friendly learning environment, a sense of security and comfort, and the availability of adequate and supportive facilities and infrastructure. Based on observation findings, almost every student shows excitement in participating in Tarikh learning. By modifying individual learning styles and engaging students in conversations about the material and the surrounding environment, teachers foster a positive learning environment.

Effective implementation of integrated learning requires the dedication of principals and teachers, who are crucial to fostering a friendly and supportive learning environment. The learning process can be enhanced by the availability of adequate resources, such as various types of media and educational technology. The successful implementation of integrated learning also depends on the cooperation between educators, parents and students (Tomlinson, 2001). Laptops, LCD projectors, speakers, and other equipment are also available in schools to support the integrated learning process. Support from various sources, including principals, instructors, students, and guardians, is essential for varied learning to be successful, according to Sari's research from 2022.

b. Factors inhibiting the implementation of differentiated learning

Although SMA Muhammadiyah 1 Karanganyar has long used an autonomous curriculum and developed into a leading school in differentiated learning, there are still a number of challenges. The implementation of differentiated learning is constrained by time constraints, such as Tarikh learning which only provides 45 minutes per class, as well as the lengthy planning and implementation process. Learning takes longer because teachers must first map learning needs through diagnostic tests and observations, according to research (Widyawati & Rachmadyanti, 2023).

Resources are another source of obstacles. As differentiated learning is new for teachers at SMA Muhammadiyah 1 Karanganyar, they still need training from the Ministry of Education and Culture on classroom management and optimizing learning media. According to his research, time constraints, lack of parental support, classroom space, staff shortages and limited resources are the main obstacles to differentiated learning (Ramadhan, 2023).

Therefore, it is clear that to meet the learning needs of each student, differentiated learning requires a considerable amount of time to create and implement using various approaches and tactics. As a result, Tarikh's differentiated learning at SMA Muhammadiyah 1 Karanganyar has not been fully successful. Therefore, continued efforts are needed to overcome these challenges and create favorable circumstances for the use of differentiated learning (Tomlinson & Imbeau, 2010).

CONCLUSIONS AND SUGGESTIONS

Differentiated learning in the subject of Tarikh at SMA Muhammadiyah 1 Karanganyar is carried out by tarikh teachers to meet the needs and characteristics of each student. This learning is carried out by carrying out diagnostic assessments in two ways, namely with non-cognitive diagnostic assessments and cognitive diagnostic assessments. Non-cognitive diagnostic assessment, used to determine the psychological, emotional and social conditions of students. This can help learners in mapping the condition of each learner in learning preferences. Cognitive diagnostic assessment, used to measure the achievement of learners' competence in understanding the learning taught.

In learning strategies, differentiation is divided into three: content differentiation, process differentiation and product differentiation. Content differentiation, in this study, aims to meet the learning needs of students by adapting the curriculum and learning strategies to suit the talents and interests of students. Process differentiation in Tarikh learning refers to planning different learning activities or methods, including case studies, group discussions, historical event mapping, and presentations. These methods assist students in processing historical material in a way that is more suited to their learning style and level of understanding. Meanwhile, the product differentiation in this study is that it allows students to choose the most effective techniques based on their learning preferences and styles, thus increasing their motivation and level of engagement in the process. In order for each student to demonstrate their understanding in a way that best suits their learning style and aptitude, SMA Muhammadiyah 1 Karanganyar's Tarikh learning program uses product differentiation to offer a difference in the end result required of them.

Creating a learning environment that allows each student to learn according to their unique needs, increases motivation, encourages collaborative learning, and deepens student understanding requires a variety of adaptable and diverse resources, media, and technology. In addition, assessment is also needed in differentiated learning which is divided into three namely performance assessment, process assessment, and progress assessment. Performance assessment, teachers in Tarikh can create performance challenges that allow students to collaborate, solve real-world problems, and create meaningful products through differentiated learning. Students gain skills that will help them in the future in addition to learning the subject matter in this way. Process assessment, this allows for more focused and detailed feedback, thus improving learning outcomes. To assess students' understanding more thoroughly, Tarikh teachers use group discussion techniques, cooperative projects, or stimulation. Whereas progress assessment through a variety of techniques and strategies, differentiated learning seeks to meet the unique needs of each student. Teachers can evaluate their students' development in a number of areas, including their understanding of historical topics, analytical abilities, and critical thinking skills, by using progress assessments. Compared to summative evaluations, which only evaluate the results of learning exams, these offer a more comprehensive view of students' abilities.

There are supporting factors and inhibiting factors in differentiated learning in Tarikh subjects at SMA Muhammadiyah 1 Karanganyar. Supporting factors in this study are, differentiated learning can be successfully implemented with the help of various stakeholders including a friendly, safe, and comfortable learning environment with the availability of

facilities and infrastructure. While the inhibiting factors in this study are the limited time in teaching and the length of the planning and implementation process in this differentiated learning. Resources are also a barrier, including limited parental support, classroom space, staff shortages and limited resources.

Based on the research results, Tarikh learning at SMA Muhammadiyah 1 Karanganyar has not been fully successful. This is due to several obstacles such as time constraints and lack of planning and implementation of the differentiated learning process. Therefore, the author gives advice to educators to provide sustainable efforts in overcoming these challenges and creating a pleasant situation in the use of differentiated learning. In addition, educators can prepare lesson plans in advance so that they have enough time to design differentiated learning based on the needs of students in their class.

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