IMPLEMENTATION OF A DIFFERENTIATED LEARNING MODELS TO IMPROVE STUDENT'S LEARNING ABILITY IN LOCAL CULTURE MATERIAL

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ABSTRAK

SDIT Insan Kamil Bima City, it is known that students are not fully accustomed to the application of differentiated learning models, especially in local cultural materials. This shows that diverse learning styles among students have not been fully accommodated in the learning process. This study aims to analyze the implementation of differentiated learning models to improve students' learning ability in local cultural materials at SDIT Insan Kamil Bima City. The research method uses a qualitative approach with case study techniques, which involve observation, interviews, and documentation. The results of the study show that the application of a differentiated learning model, especially through content and process differentiation, is able to increase students' engagement and understanding of local cultural materials. One of the effective strategies used is an educational visit to the BOJO Breast Milk Museum, where students can directly observe and experience the local culture. This approach shows a significant increase in student understanding, with maximum achievements. In addition, differentiated learning allows teachers to tailor teaching methods to students' individual learning styles, interests, and readiness, which contributes to increased motivation and learning outcomes. Nonetheless, challenges such as classroom commotion and difficulty recognizing students' learning styles remain obstacles that need to be overcome with teacher creativity and innovation. Thus, the implementation of differentiated learning has proven to be effective in supporting the Independent Curriculum and developing the unique potential of each student.

Keywords: Differentiated Learning, Learning Ability, Local Culture.

INTRODUCTION

The development of the current learning curriculum requires the integration of technology as a form of alignment between human resources and the demands of globalization (Sodikin et al., 2024). In facing various problems and crises in the world of education, all parties are encouraged to continue to innovate. Education itself is a conscious and planned effort to guide and develop the physical and spiritual potential of students so that students are able to carry out their individual tasks independently (Asnawi et al., 2023). In the face of the demands of globalization, innovations such as differentiated learning are important to meet the needs of individuals in a more personalized manner. To support the improvement of the quality of education, the Indonesian government implements the

Merdeka Learning policy, which provides flexibility in the learning process, as well as encourages the adjustment of teaching methods to the needs and potentials of students (Sumardiyanto & Dassucik, 2024).

One of the approaches that is relevant to the principle of Freedom of Learning is differentiated learning. Differentiated learning is a process or philosophy that provides students with various ways to understand material according to their learning styles, needs, and abilities (Astria & Kusuma, 2023). At the elementary school level, this approach allows teachers to adjust methods, content, and assessments, so that each student has an effective learning experience (Putri & Rachmadyanti, 2024). By considering students' interests and talents, differentiated learning is considered to be able to increase engagement and learning ability, including in science subjects, especially in local cultural materials (Gusteti & Neviyarni, 2022).

Local cultural materials in social studies lessons have an important role in fostering students' awareness of the cultural diversity around them. According to Sukini (2017), cultural diversity includes differences in religion, race, ethnicity, and between groups that are the source of wealth and identity of a region. Culture itself is a lifestyle that is inherited from generation to generation through various forms of learning (Puji Salma et al., 2023). Therefore, introducing local culture from an early age is very important to enrich students' knowledge about the students' tribes, customs and regional languages.

Learning local culture, involving the environment around students can provide a more meaningful learning experience. Environment-based activities encourage students to discover knowledge independently, thereby avoiding monotonous and boring learning (Febri Ariffiando et al., 2023). Teachers are also required to be creative and innovative in introducing local culture so that learning becomes more interesting and relevant.

However, based on the situation at SDIT Insan Kamil Bima City, it is known that students are not fully accustomed to the application of differentiated learning models, especially in local cultural materials. This shows that diverse learning styles among students have not been fully accommodated in the learning process. To overcome these challenges, teachers at SDIT Insan Kamil apply two main components of differentiated learning, namely content differentiation and process differentiation. The application of these two components is expected to improve students' learning abilities more optimally. This condition shows that there is an urgent need to develop a learning strategy that is more responsive to the diversity of students.

Based on this description, it is important to further examine how the implementation of differentiated learning models in local cultural materials can affect the quality of learning at SDIT Insan Kamil Bima City. With that, this study aims to analyze the application of differentiated learning in improving students' understanding of local cultural materials.

LITERATURE REVIEW

Differentiated learning has become an important pedagogical approach in dealing with the diverse learning needs of students. According to Reis and Renzulli (2018). Learning differentiation encompasses five key dimensions: content, processes, products, learning environments, and student readiness, all of which contribute to improved learning outcomes. In the context of local culture-based learning, a *culturally responsive learning approach (CRT)* is very relevant. Gulya and Fehérvári (2023) emphasize the importance of culturally responsive pedagogical competencies in pre-service teacher education, which can improve the effectiveness of learning in culturally diverse classrooms. The implementation of learning models that integrate local culture has also shown positive results. Mayasari and Aunurrokhim (2024) found that the application of a differentiated learning model based on Banyumasan local wisdom at Madrasah Ibtidaiyah Negeri 1 Banyumas increased student participation and understanding of local cultural materials.

In addition, the integration of local cultural arts in teaching materials can strengthen students' cultural identities and provide a more meaningful learning experience. Jamilah et al. (2024) in the student study highlighted that the use of local cultural arts in teaching materials supports the implementation of the Independent Curriculum and enriches students' learning experiences. The development of thematic teaching materials based on local wisdom values has also been proven effective in improving the learning outcomes of elementary school students. Ester et al. (2022) show that teaching materials developed with local wisdom in mind can significantly improve student learning outcomes. In terms of assessment, the development of authentic assessments based on local wisdom can provide a more accurate picture of students' understanding of local cultural materials. Sukma et al. (2022) developed an authentic assessment in reading learning based on local wisdom that is effective in measuring student understanding. Lestari, Zakaria, and Maulida (2022) in the journal El Midad examined the availability of teaching materials containing local wisdom at Madrasah Ibtidaiyah Jamiatul Gulami. Students found that the integration of local wisdom in teaching materials can improve students' cultural literacy, as well as strengthen students' cultural identity.

Overall, the literature suggests that the implementation of differentiated learning models that integrate local cultures can improve students' learning abilities, strengthen cultural identity, and provide a more meaningful learning experience. The implementation of differentiated learning that integrates a culturally responsive approach has been shown to be effective in improving the learning outcomes of students from diverse cultural backgrounds. Ituma (2025) emphasizes that differentiation of instruction can support culturally responsive teaching by adapting instructional approaches to bridge cultural gaps and improve educational outcomes. Walker (2023) explores the transformative potential of culturally responsive teaching through collaborative practices of pre-service teachers focusing on refugee youth, suggesting that this approach can strengthen intercultural competence and inclusivity in education.

Culturally affirmative schools play an important role in creating an inclusive and relevant learning environment. According to an article in Parents.com (2024), culturally responsive teaching integrates students' cultural knowledge and experiences into learning, making it more relevant and effective. Patras et al. (2025) highlight the integration of culturally responsive teaching approaches, local wisdom, and gamification in Pancasila education to develop students' multicultural competencies, suggesting that this approach can strengthen 21st-century cultural identity and skills. Haniko et al. (2024) emphasize the importance of culturally responsive teaching strategies to promote inclusivity in culturally diverse classrooms, highlighting the role of collaboration between teachers, students, parents, and communities in supporting inclusivity.

Nasution et al. (2024) developed a differentiated learning model with IDCP DIFUSION to improve students' creative and critical thinking skills, showing that this approach is effective in improving student engagement and learning outcomes. A study by Nyaaba (2025) introduced a customized Generative AI tool to support pre-service teachers in Ghana, by integrating local cultural content and national curriculum, demonstrating that technology can be used to support culturally responsive teaching. Research by Lyesmaya et al. (2020) developed a literacy learning model based on local wisdom values in elementary schools, showing that this approach can improve student learning outcomes and strengthen cultural identity. Overall, the latest literature confirms that the integration of differentiated learning with culturally responsive approaches and local wisdom can increase student engagement, strengthen cultural identity, and improve learning outcomes.
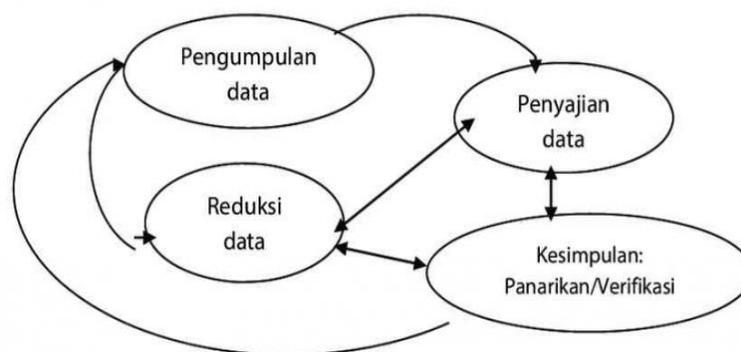
METODOLOGY

Figure 1. Qualitative Data Analysis Techniques Chart

This study uses a qualitative method with a case study approach. The qualitative method is a method used to find solutions to the problems of SDIT Insan Kamil students in Bima City who are still unfamiliar with the application of differentiated learning models, especially in local cultural research materials related to data in the form of narratives sourced from class V teacher interview activities, observation, and documentation. The case study approach is research conducted to gain a deep understanding of the situation and meaning of something/subject being studied (Assyakurrohim et al., 2022). The data that has been obtained is then tested for data credibility using techniques to extend observation, increase diligence, triangulate sources and use reference materials. This data analysis technique uses data reduction, data presentation and conclusion drawing

RESULT AND DISCUSSION

The implementation of differentiated learning models to improve students' learning ability in local cultural materials can have a positive impact and satisfactory learning outcomes, especially when it can improve students' learning ability in local cultural materials. The following is a discussion of the results of research related to the implementation of differentiated learning models to improve students' learning ability in local cultural materials at SDIT Insan Kamil Bima City:

Implementation of Differentiated Learning Model at SDIT Insan Kamil Bima City

The results of the study show that the differentiated learning model is considered very effective in improving students' learning abilities, because this differentiated learning model has three main components that teachers can use in this learning model, namely content differentiation, process and project.

At first, teachers used learning through content differentiation strategies. However, in its implementation, several obstacles were found that hindered the achievement of learning objectives optimally. As a solution, the learning approach is changed to process differentiation through educational visits or study tours.

Figure 2. Visit of Asi Mbojo

Students are invited to visit the MBOJO Breast Milk Museum to get a more contextual and meaningful learning experience. In this activity, students can directly observe and understand various elements of local culture, such as historical relics, traditional tools, traditional clothing, and the use of regional languages. All information is explained directly by the museum who has a deep understanding of the content and history of the collection displayed. Through this hands-on experiential learning, students become easier to understand the material because students not only listen to explanations, but also see and experience firsthand. As a result, the effectiveness of learning has increased significantly, with the level of understanding of students being maximized.

Differentiation instruction is a learning approach that considers the individual uniqueness of each child (Halimatussakdiah et al., 2024). The application of differentiated learning is carried out in the midst of the category of students' backgrounds which will later affect student learning activities, because teachers will adjust to students' learning styles and learning abilities which will later affect learning outcomes (Sarnoto et al., 2023). The application of Differentiated Learning in Elementary Schools has great potential to provide significant benefits for learners in the development of students' cognitive and non-cognitive abilities (Azhari & Ikrom, 2024). **One of the relevant facts that with**

differentiated learning is the use of varied learning methods, such as group discussions, simulations, role-playing, or collaborative projects, which is the key to building students' understanding (Angga, 2024).

Application of Differentiated Learning Model to Local Cultural Materials at SDIT Insan Kamil Bima City

The application of the Differentiated Learning Model to Local Cultural materials at SDIT Insan Kamil Bima City uses a gradual process, namely by prioritizing the needs of students both individually and in groups and conducting diagnostic assessments in order to find out the needs of students.

In the application of differentiated learning to local cultural materials in science subjects, the approach used must focus on individual student needs, it is important for teachers to first conduct diagnostic assessments before starting learning, this assessment aims to identify the initial level of knowledge and learning needs of students, especially if previously the teacher already had a general idea of the characteristics and abilities of students. In local culture material, students need to be introduced first to various cultures in Indonesia in general, before focusing on the local culture in their respective students' environment. An effective learning strategy in this context is to measure the extent of students' knowledge of the local culture, then match it to the essential components of a differentiated learning model.

Once students' needs and knowledge levels are mapped, teachers can begin designing materials by adjusting students' learning styles, interests, and readiness levels. For example, to introduce local culture, teachers can use digital media such as images and videos related to the culture in the local area. This visual presentation is the first step before field learning activities, such as direct visits to cultural historical sites. Currently, information and documentation related to the history and culture of Bima and other regions are widely available on social media. This makes it easier for teachers to present local cultural materials in an interesting and interactive way. Thus, learning local cultures not only becomes more contextual, but also provides space for students to learn according to their respective students' styles and abilities.

Figure 3. Grade V students follow the learning process

One of the main obstacles that teachers often face in the learning process is the emergence of commotion in the classroom. This situation requires firmness from teachers so that the learning atmosphere remains conducive. If not handled properly, the commotion can interfere with the concentration of both teachers and students, so that learning goals are not achieved optimally. This becomes even more challenging when teachers apply a differentiated learning model, due to the diversity of characters and learning needs of students in the classroom. The differences in learning styles that each student has are sometimes difficult to recognize, making it difficult for teachers to design the right learning strategies for each individual. Overall, the application of the differentiated learning model to local cultural materials at SDIT Insan Kamil Bima City has been running effectively and has a positive impact on students' knowledge and competence. This learning model is able to provide influences and effects that are able to foster students' enthusiasm for learning to increase, because in this learning model, teachers are required to be creative and innovative in handling diverse student learning styles in the classroom.

One of the topics in the science of science subject at the elementary school level is Cultural Diversity. According to Sukini (2017), diversity refers to conditions characterized by differences in religion, race, ethnicity, or class in a society, which are a source of beauty and wealth, and create characteristics in a region. Meanwhile, culture is a lifestyle that is inherited from generation to generation through various learning processes, which aim to create a way of life that is in harmony with the living environment (Puji Salma et al., 2023).

Obstacles Faced in the Application of Differentiated Learning Models to Local Cultural Materials

Based on the results of the research, there are several obstacles faced when applying the differentiated learning model to local cultural materials. Thus, teachers need creative ideas and the right solutions to overcome these obstacles.

Learning local culture requires a strong memory, because there are many aspects of culture that must be recognized and understood by students. Even though the material has been taught, because the scope of local culture is very wide, it is not uncommon for students to have difficulty remembering what they have learned. Therefore, the delivery of material alone is not enough. A direct approach is needed so that students can recognize and understand culture more realistically. One effective method is a direct visit to historical places or local museums, such as a visit to the BOJO Breast Milk Museum. The main challenge in this learning is the limitation of students in absorbing and remembering the material if it is only delivered in theory, without looking at the real form of the culture in question.

As a solution, because it is not possible to bring traditional tools or traditional clothes into the classroom, the best alternative is to invite students to visit the places that store these historical objects directly. Thus, learning becomes more contextual and provides hands-on experiences that strengthen students' understanding of the local culture. According to Octavia (2021: 212), teachers explore the potential that exists in each student, so that students' potential is well empowered. Teachers can help students introduce the socio-cultural diversity of the area where they live and direct the social attitudes that exist in the culture where they live and use all their potential to achieve maximum self-actualization (Febri Ariffiando et al., 2023).

Based on the results of the study, it shows that the difference in student learning outcomes before and after using the differentiated learning model in local cultural materials is very significant from before using the differentiated learning model and after. The changes experienced by students in the learning process are very significant, especially when students respond to questions that trigger or traps given by educators. The enthusiasm of the students was increasingly visible when participating in the smart and careful activities carried out after the delivery of the material. In these activities, students show high involvement and great enthusiasm, especially when answering every question asked. This enthusiasm is an indicator that students have understood the material well. This

understanding is even deeper because previously students have gained direct experience through educational visits related to local culture. The results of contextual learning have been proven to provide great benefits in improving students' understanding of the material taught.

The application of differentiated learning models in the teaching of local cultural materials has various positive impacts on the learning process and outcomes of students. By adapting the material to each student's background, interests, and learning style, learning becomes more relevant, meaningful, and contextual, for example through visits to the Mbojo Breast Milk Museum. This approach also allows for the fulfillment of individual learning needs, encouraging active participation through varied methods such as discussions, simulations, collaborative projects, and visual impressions. In addition to developing cognitive abilities in understanding local culture, this model also builds students' affective aspects, such as a love for culture and skills to work together in heterogeneous groups, as well as fostering independence and critical thinking skills. However, teachers face challenges in terms of creativity, diagnostic assessment, and adjustment of learning strategies, so digital media support and out-of-class facilities are needed. Overall, the implementation of differentiated learning is effective in increasing students' understanding of local culture by 85–90 percent, and is very much in line with the spirit of the Independent Curriculum which emphasizes diversity and the development of each student's unique potential.

Suwartiningsih (2021) also revealed that the implementation of differentiated learning can have a positive impact on the school level, grades, and especially on students (Iksan et al., 2023). Given that every student has different characteristics, not all students can be treated in the same way. Without services that suit individual needs, the student learning process can be hampered. With the implementation of differentiated learning, the impact is that all students feel welcome, students from various backgrounds feel valued and safe, and have the opportunity to thrive with students' learning needs well facilitated (Dwi Marshella et al., 2023).

CONCLUSION

The application of the differentiated learning model to local cultural materials at SDIT Insan Kamil Bima City is effective in improving students' learning abilities. Through the differentiation of content and processes, learning becomes more contextual, engaging, and able to meet the individual needs of students. Activities such as educational visits to

museums reinforce students' first-hand understanding of local culture. Although there are several obstacles, such as unconducive classroom dynamics and difficulties in accommodating various learning styles, teachers' innovative efforts in designing differentiated learning are able to optimize learning outcomes. In general, this model contributes greatly to creating an active, creative, and responsive learning environment to student diversity, as well as supporting the goals of the Independent Curriculum.

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