

Increasing Skills in Designing Differentiated Learning Based on Multiple Intelligences for Elementary School Teachers in Gugus Larasati Gunungpati

Sri Wardani*, Endang Susiloningsih, Sri Susilogati Sumarti, Sarwi Sarwi, Nikmatun Hasanah, Ferida Noni Chr Tefnai, Ani Saul Hidayah

Universitas Negeri Semarang, Semarang, Indonesia

*Corresponding Author: menuksriwardani@mail.unnes.ac.id

Abstract. The skill of designing multiple intelligence-based differentiated learning in the independent curriculum is very important knowledge for teachers in implementing the 21st century independent curriculum. Therefore, teachers must have knowledge regarding the preparation of multiple intelligence-based teaching modules in differentiated learning for elementary school students. This service research aims to increase Teacher Gugus Larasati's knowledge regarding ways to design differentiated learning based on multiple intelligences in the independent curriculum through teaching modules. Participating participants in training activities through dedication to designing differentiated learning based on multiple intelligences were teachers from the Gugus Larasati Elementary School, Gunungpati District. The service is carried out through Forum Group Discussions (FGD) in the form of discussions, questions and answers and training assistance to partner participants so that they are skilled at designing differentiated learning teaching modules based on multiple intelligences. The service activity plan consists of preparation, implementation and evaluation stages. The results of the service have had a good impact on the Larasati group service participants, the service participants have been able to design differentiated teaching modules based on multiple intelligences and have increased understanding of skills in designing differentiated learning and developing learning according to students' level of understanding and are able to develop students' multiple intelligences. in implementing the 21st century independent curriculum.

Keywords: independent curriculum, multiple intelligences, differentiated learning

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INTRODUCTION

The Independent Curriculum is a curriculum concept that gives school principals and educators the freedom to develop a curriculum that suits the needs, taking into account the conditions of the school and students. The independent curriculum is prepared by considering the diversity of students and providing flexibility in choosing methods, learning and assessment (Fitriyah, 2022). Educators have the right to determine materials and teaching materials according to the needs and characteristics of students in the independent curriculum. The concept of multiple intelligences can help educators determine materials and teaching materials that are adapted based on intelligence and level of understanding in learning. By paying attention to the level of intelligence and understanding, educators are able to develop meaningful and effective learning methods (Sumiati, 2021).

Differentiated learning can be applied based on multiple intelligences, educators need to assume that each student has various ways of learning and intelligence (Marsela 2022). Educators need to

actively find and plan various ways to express learning methods (Annisa, 2022). Educators can plan learning methods in advance through assessments related to readiness, intelligence, interests, profile and learning style (Maulidia, 2023). Apart from that, students in the class have diverse characteristics, which may influence the need for curriculum and learning modifications (Saputra, 2023). So it is necessary to make efforts to improve the pedagogical competence of teachers in differentiated learning based on multiple intelligence through Community Service activities in the form of "Improving Skills in Designing Differentiated Learning based on Multiple Intelligence in the Independent Curriculum for Elementary School Teachers in Gugus Larasati, Gunungpati District".

The Larasati cluster is in Gunungpati District, Semarang City, consisting of 9 schools with a total of 76 teachers. Based on the results of observations and filling out questionnaires, it was found that only 20% of teachers or 15 people understood multiple intelligence-based differentiated learning. As many as 80% or 61 teachers do not yet understand how differentiated learning is based on multiple

intelligences. From the data from filling out the questionnaire, it was also found that 5 schools did not understand at all about differentiated learning based on multiple intelligences.

The results of these observations are in line with Ainiyah's (2022) research on differentiated learning in driving schools which found that the implementation of differentiated learning based on multiple intelligences was still not optimal. In its implementation, there are still many difficulties and there are a series of learning activities that are not included in the Independent Curriculum, including diagnostic assessments that do not meet the requirements or through the stages of an assessment action, educators experience difficulties when combining the readiness, intelligence and learning style of each student.

Referring to the description in the situation analysis, the problem faced can be identified in the form of teachers not being optimal in implementing multiple intelligence-based differentiated learning in the implementation of the independent curriculum. Meanwhile, as we know, multiple intelligences are very important for teachers to understand in order to develop several intelligences possessed by students. Apart from that, it is known that the independent learning curriculum emphasizes differentiated learning with three main components, namely content, process and product. So that teachers are able to develop and be skilled at building a good learning process to develop several multiple intelligences that students have in differentiated learning. Based on the partners' problems, the solution is to improve skills in designing multiple intelligence-based differentiated learning through Forum Group Discussions (FGD) in the form of discussions and questions and answers, as well as assignments to design multiple intelligence-based differentiated learning, then followed by monitoring and evaluation to review developments.

Based on the results of previous service, Rasmani et al., (2023) who used the FGD method to introduce the importance of driving teachers in the independent curriculum, it was found that service participants participated in activities enthusiastically and positively. In an FGD the speaker can convey information directly to the audience, thereby ensuring that the message conveyed is conveyed clearly. FGD can increase participant involvement, because they can actively participate in discussions and provide input.

At the end of the FGD activity, participants were given an assignment to design differentiated learning based on multiple intelligences, then

continued with monitoring and evaluation to review progress. The purpose of monitoring and evaluation for participants in community service activities is to evaluate the extent to which the activity achieves the specified goals, as well as knowing the successes and shortcomings of the activity. By carrying out monitoring and evaluation, participants can obtain useful feedback to improve the quality of community service in the future.

The objectives obtained from this activity are (1) to improve the skills of Gugus Larasati teachers in designing differentiated teaching modules based on multiple intelligences, and (2) to increase the knowledge competence of Gugus Larasati teachers in developing learning according to the students' level of understanding.

METHODS

Community service activities in designing differentiated learning based on multiple intelligences are carried out through Forum Group Discussions (FGD) in the form of discussions, questions and answers and training. The method used in preparing this service follows the model developed by Rusilowati & Cahyono (2018), namely Action Learning which is carried out in three stages including: preparation, implementation and evaluation stages. Activities are carried out in participatory collaboration between the service implementation team and partner schools in the preparation, implementation and evaluation stages.

Preparatory stages

Activities in the preparatory stage began with coordinating a team of community service lecturers with the Chair of the Larasati Cluster, Gunungpati sub-district, including an initial analysis to assess the need for activities and distributing questionnaires to identify problems faced by teachers in designing multiple intelligence-based differentiated learning activities through teaching modules. Preparations were also carried out to determine the material topic, prepare differentiated learning material based on multiple intelligences, and offer it to partner teachers in the Larasati cluster, Gunungpati sub-district, prepare a schedule for implementing activities and mentoring carried out together with partners.

Implementation stages

The stages of implementing community service are carried out with the active participation of participants (Gugus Larasati teachers) through Forum Group Discussions (FGD) in the form of

discussions, questions and answers and assistance in designing multiple intelligence-based differentiated learning through teaching modules by participants. Starting with the presentation of material by 4 resource persons from the service team, including the independent curriculum, differentiated learning in elementary schools, multiple intelligences in learning in elementary schools, and Differentiated Learning based on Multiple Intelligences. Apart from delivering the material, at the end of the FGD activity, participants were given assignments to design differentiated learning based on multiple intelligences through teaching modules, then continued with monitoring and evaluation assistance to review developments.

Evaluation stages

Evaluation of the implementation of community service activities was carried out on changes in the skills of Larasati group teachers in designing differentiated learning based on multiple intelligences through teaching modules. The results of mentoring and monitoring of Larasati cluster teachers in Gunungpati sub-district were able to implement differentiated learning based on multiple intelligences in the classroom.

RESULTS AND DISCUSSION

This service, which improves teachers' skills in designing differentiated learning based on multiple intelligences, involves 64 teachers at the Gugus Larasati Elementary School, Gunungpati District. This service is carried out through a series of activities. The first activity was a group discussion forum starting with an opening by the chairman of the Larasati group, Mr. Mujiyana, S.Pd., M.Pd. Then continued with remarks by the head of the service organizer, Prof. Dr. Sri Wardani, M.Si lecturer in Mathematics and Natural Sciences, Semarang State University. After that, the material was continued by the Mathematics and Natural Sciences lecturers at Semarang State University. The first material was about the Independent Curriculum with resource person Prof. Dr. Sri Susilogati Sumarti, M.Sc., second material about differentiated learning in elementary schools with resource person Prof. Dr. Endang Susilaningsih, M.S, while the third material was about multiple intelligences in learning in elementary schools with resource person Prof. Dr. Sri Wardani, M.Sc.



Figure 1. Presentation of Independent Curriculum Material

The first resource person explained about the independent curriculum, the challenge of the independent curriculum is that teachers think about how to facilitate students so that they can develop optimally according to their potential. In line with Muslimin, (2023) the independent curriculum provides students with opportunities to learn according to their potential. In essence, teachers give freedom to students. This does not mean that teachers remain silent, students are given as much freedom as possible. That is, teachers provide guidance on what potential students can develop optimally. This means that teachers provide as much space as possible so that students can express and develop their potential to the maximum.

Next, the second resource person explained about differentiated learning in elementary schools. The resource person said that in essence teachers in the independent curriculum can differentiate classes into groups so that directing students becomes easier. The resource person said that in its application, differentiated learning requires suitability and readiness from the school principal and teachers. Especially in terms of understanding the nature of students, the technology used, and the focus of the learning plan on the results to be achieved.

The resource person said that differentiated learning means that educators try to make adjustments to learning in the classroom according to students' learning needs and students' readiness to accept new learning themes, interests and diverse learning styles. Confirmed by Jannati et al., (2023) differentiated learning proactively involves

students in learning by adjusting their individual interests, needs and abilities so that students can develop according to their potential, talents and interests. Educators must focus on three important elements in differentiation learning activities. (1) Content differentiation, students need to understand things related to learning material and curriculum. (2) Process differentiation, how students use methods to process information and ideas, and determine appropriate learning styles. (3) Product differentiation, where students can implement what they have learned in learning (Wahyudi et al., 2023).

The three elements above can be adjusted to the assessment that will be carried out, including level of readiness, interests, profile and learning style. With differentiated learning, educators are expected to be able to provide a series of learning activities that are appropriate to potential and focus on students by paying more attention to three things including readiness, interests, profiles and learning styles of students.

First, learning readiness is the student's ability to master previous learning themes that have never been taught. In line with the opinion of Dhera et al., (2024) explained that in the independent curriculum, learning readiness refers to the condition where students have mental, emotional and physical readiness to participate in the learning process. Readiness in learning has a concept that plays a very significant role in differentiated learning. For example, the readiness of each student varies in learning a new learning theme, there are students who are already skilled in knowing the learning theme but there are also those who don't know it at all. Educators have the duty to always provide similar freedom to students in terms of introducing learning themes that are tailored to the students' potential. There are other conditions, there are students who need a slower time to complete but there are students who are able to do it quickly. Educators pay more attention to students who have difficulty completing learning themes, but still have to provide space for students to be creative according to their abilities. However, those who are able to complete it quickly can be given enrichment that is not coercive.

Second, interest is an activity that is liked and enjoyed so that it is used as a strong motivation to be able to participate actively during learning. Confirmed by Putri & Aliyyah, (2024) interest in learning focuses on how students feel interested and motivated to learn. This learning interest not only involves students' interest in the subject matter, but also includes how they feel connected to the overall

learning process. Knowing about students can make it easier for educators to create materials and teaching materials that suit students' interests so that they have enthusiasm for learning. For example, during preparation before going to elementary school, students can practice reading using books that contain all writing without pictures, which will make them bored and difficult to understand, resulting in a lack of interest in learning.

Third, learning profiles and styles are how students learn when mastering learning themes. Of course, each student has a variety of learning styles, there are students who prefer activities carried out in groups, there are also those who prefer to carry out activities individually (Trirahayu & Sumarno, 2024). Learning profile refers to a comprehensive description of the unique characteristics, strengths and needs of each student (Yani et al., 2023; Nofitasari et al., 2023). Educators must be able to understand the desires of each student by carrying out a series of group activities and not just carrying out individual activities. The learning style in elementary school involves learning with peers, because peer explanations are more easily accepted and remembered by students.



Figure 2. Exposure to Multiple Intelligence Material in Elementary School Learning

Next, the third resource person explained multiple intelligences in learning in elementary schools. The resource person emphasized that there are no stupid students, every student has different intelligence and skills. In line with Fitriyah et al., (2023) stated that basically students who cannot complete their studies do not mean they are said to be stupid because every student has intelligence in certain fields or certain subjects. In the Merdeka Curriculum, teachers provide facilities, as facilitators, providing appropriate space, place, books and direction. Speaker three emphasized

multiple intelligences in differentiation learning. Differentiated learning is a process of adjusting learning activities by providing various kinds, through differentiation of content, processes, products and learning environments as well as initial assessments carried out to meet the individual learning needs of each student (Farid et al., 2023; Wahyudi et al. al., 2023). But this diversity is associated with the multiple intelligences of students. Because the type of intelligence that each person has is different.

The speaker also said that Gardner's theory revealed that every human being has nine intelligences within him. The nine intelligences consist of verbal-linguistic, logical-mathematical, visual-spatial, musical, physical-kinesthetic, natural, existential-spiritual, intrapersonal and interpersonal intelligence. Each student has nine intelligences, but all nine intelligences will not stand out, only a few intelligences can be developed. Educators must understand and know all the intelligence possessed by students in order to develop optimally. Because, every human being has different intelligence.

In the training activity, the resource person also said that the theory of multiple intelligences has an influence on learning. Organizing learning that links students' intelligence with learning activities based on material content is very important, so that students can develop their intelligence. Educators must be creative when preparing and delivering learning themes because each student has varying levels of intelligence.

In the material delivery activity, each resource person delivered his material with a duration of around 35 minutes. The resource person gave a face-to-face presentation in the hall of SDN Plalangan 01. The 1-day meeting was held on May 8 2024. This service activity is expected to be an important component in expanding knowledge. This is due to the demand from educators regarding the design of differentiated teaching modules based on multiple intelligences in the framework of implementing the independent curriculum. Understanding the skills of educators in designing differentiated teaching modules based on multiple intelligences by educators is the initial foundation for increasing the capabilities of educators and school principals at SDN Plalangan 01, in implementing the independent curriculum.

The activity continued on the following day on 09 and 10 May 2024 with assignments to prepare differentiated teaching modules based on multiple intelligences according to the class. Participants are asked to design differentiated teaching modules

based on multiple intelligences according to their respective classes thematically. This assignment was given with the aim of identifying educators' abilities in creating differentiated teaching modules based on multiple intelligences. In carrying out this activity, participants' responses are known by sending assignments via the Google Form platform. As a result of the activity of filling in the Google Form platform, the participants submitted the impressions they experienced while taking part in the service activity of designing differentiated teaching modules based on multiple intelligences. It was written in the participant's impression that they were very happy to take part in the training, the FGD activities were beneficial for them and useful for developing and increasing teacher knowledge which was very helpful in understanding compound differentiation material.

Based on the results of this presentation, the influence of the community service activities carried out on Larasati elementary school teachers increasingly understands the independent curriculum so that teachers understand better in preparing differentiated teaching modules based on multiple intelligences. It is important for elementary school teachers to understand the preparation of differentiated teaching modules based on multiple intelligences. This is because elementary school is the lowest level, therefore students are expected to have competence in understanding and knowledge of scientific processes and concepts that need to be applied in social life according to their respective fields of intelligence.

Furthermore, teachers can prepare differentiated teaching modules based on multiple intelligences as an implementation of the independent curriculum. In independent curriculum learning, students become student centers, where teachers are given the freedom to innovate in preparing learning plans, but with responsible freedom. Thus, service activities to increase teacher competency in designing differentiated teaching modules based on multiple intelligences are carried out by Gugus Larasati Elementary School teachers. It is hoped that this service can increase knowledge in designing differentiated teaching modules based on multiple intelligences in the independent curriculum.

CONCLUSION

The service activity of teachers' skills in designing differentiated learning based on multiple intelligences through the teaching modules

implemented has had a positive impact on the participants. This can be seen from service participants who have been able to design differentiated teaching modules based on multiple intelligences and have increased understanding in designing differentiated learning and developing learning according to the level of understanding of the participants. students and are able to develop students' multiple intelligences in implementing the 21st century independent curriculum

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