

## ABSTRAK

### MANAJEMEN PEMBELAJARAN BERDIFERENSIASI: STUDI KASUS DI SD NEGERI SIDOLUHUR, KETAPANG, LAMPUNG SELATAN

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Penelitian ini bertujuan untuk mendeskripsikan manajemen pembelajaran berdiferensiasi di SD Negeri Sidoluhur, Ketapang, Lampung Selatan. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Teknik pengumpulan data dilakukan melalui wawancara. Teknik analisis data meliputi reduksi data, penyajian data, serta penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: 1) Perencanaan (*Planning*) pembelajaran berdiferensiasi dilaksanakan dengan mengidentifikasi kebutuhan, minat, dan gaya belajar siswa melalui asesmen diagnostik awal. 2) Pengorganisasian (*Organizing*) pembelajaran diatur dengan menyiapkan materi, kelompok belajar, serta sumber daya yang sesuai dengan hasil profil *diagnostic*. 3) Pelaksanaan (*Acting*) pembelajaran diimplementasikan melalui strategi bervariasi dalam konten, proses, dan produk sesuai karakteristik peserta didik. 4) Pengawasan (*Controlling*) dilakukan melalui evaluasi pembelajaran secara formatif dan sumatif yang bersifat fleksibel. Faktor pendukung dalam manajemen pembelajaran berdiferensiasi meliputi dukungan kepala sekolah, kolaborasi antar guru, dan penyediaan sumber daya yang memadai, sedangkan hambatannya meliputi keterbatasan waktu, jumlah siswa yang besar, serta kompetensi guru yang masih perlu ditingkatkan. Temuan penelitian menunjukkan bahwa penerapan manajemen pembelajaran berdiferensiasi di SD Negeri Sidoluhur telah mencerminkan upaya dalam memenuhi kebutuhan belajar siswa secara adil dan inklusif, serta meningkatkan efektivitas proses pembelajaran sesuai prinsip Kurikulum Merdeka.

Kata kunci: manajemen pembelajaran, pembelajaran berdiferensiasi, kurikulum merdeka, studi kasus.

## **ABSTRACT**

### **MANAGEMENT OF DIFFERENTIATION LEARNING: A CASE STUDY AT SD NEGERI SIDOLUHUR, KETAPANG, SOUTH LAMPUNG**

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This study aims to describe the management of differentiated learning at Sidoluhur Public Elementary School, Ketapang, South Lampung. This research uses a qualitative method with a case study approach. Data collection techniques are carried out through interviews. Data analysis techniques include data reduction, data presentation, and drawing conclusions. The results of the study indicate that: 1) Planning differentiated learning is carried out by identifying students' needs, interests, and learning styles through initial diagnostic assessments. 2) Organizing learning is arranged by preparing materials, study groups, and resources that are in accordance with the results of the diagnostic profile. 3) Implementation (Acting) of learning is implemented through varied strategies in content, process, and product according to student characteristics. 4) Supervision (Controlling) is carried out through flexible formative and summative learning evaluations. Supporting factors in the management of differentiated learning include the support of the principal, collaboration between teachers, and the provision of adequate resources, while obstacles include limited time, a large number of students, and teacher competencies that still need to be improved. Research findings indicate that the implementation of differentiated learning management at Sidoluhur Public Elementary School reflects efforts to meet students' learning needs fairly and inclusively, while also increasing the effectiveness of the learning process in accordance with the principles of the Independent Curriculum.

Keywords: learning management, differentiated learning, independent curriculum, case study.