

Differentiated Learning Training for Madrasah Ibtidaiyah Teachers

Dirga Ayu Lestari^{1*}, Millata Hanifa², Eka Mutiara³, Nida Adilah⁴, Mumu Zainal Mutaqin⁵

¹²³⁴Sekolah Tinggi Agama Islam KH. Abdul Kabier Serang, Banten, Indonesia

⁵Universitas Mathla'ul Anwar Banten, Indonesia

¹dirales25@gmail.com✉, ²millatahanifa91@gmail.com✉, ³20197270108ekamutiaraa@gmail.com✉,

⁴nidaadilah22@gmail.com✉, ⁵mumu.zainal.mutaqin@gmail.com✉

*Corresponding Author

SUBMITTED: October 13, 2024; REVISED: November 18, 2024; ACCEPTED: January 14, 2024

ABSTRACT

The aim of this community service is to enhance the skills and mastery of teachers in applying differentiated learning at state elementary madrasah 1 Cilegon, Banten. The method of community service used is PAR (Participatory Action Research) with the use of an LCD projector, sound system, and educational props to support differentiated learning activities. The results show that the teachers were able to understand and master differentiated learning. This was proven by the results of simulations and practices conducted by the teachers in applying differentiated learning in the Islamic Elementary class. In conclusion, the training session ran smoothly and successfully had a positive impact on improving the competence of the teachers at state elementary madrasah 1 Cilegon.

Keywords: Training, Learning, Differentiated Learning

©Authors retain all copyrights

A. INTRODUCTION

In the 2022/2023 academic year, the Ministry of Education and Culture of Indonesia recorded a total of 3,339,219 teachers, with West Java Province having the largest number, which is 470,829 teachers. The majority of these teachers are in primary education, totaling 1,453,753. Although the number of teachers is large, their quality still needs improvement, as reflected in the average score of the Teacher Competency Test (UKG), which is below the minimum standard at 54.05. Better teacher quality plays a significant role in improving the learning process and student motivation. Therefore, current education should accommodate student diversity through differentiated learning that meets individual needs and introduces teachers to its principles and development (Mananggal et al., 2024).

Differentiated learning is a teaching approach used by teachers to address individual differences in the classroom (Safarati & Zuhra, 2023). This approach encourages cooperation, respect for differences, and the development of social skills, despite challenges such as time management, material preparation, and fair assessment (Almujab, 2023). Differentiated learning plays a crucial role in responding to the progress of education by adjusting learning experiences according to the cognitive, affective, and psychomotor differences of students (Blegur, 2024).

Differentiated learning is a method used by teachers to adjust teaching approaches to the individual needs of students, aiming to meet varied learning needs so that students can reach their maximum potential (Wijaya et al., 2022). As an innovation in the Independent Curriculum, differentiated learning must be implemented to meet the needs, styles, and interests of each

student (Amalia et al., 2023). Research shows a 40% improvement in teachers' ability to design differentiated learning and a 30% increase in student participation and satisfaction through the use of creative media made from recycled materials, which creates an inclusive learning environment (Andri et al., 2024).

This learning supports the optimal implementation of the Independent Curriculum. However, many educators at state elementary madrasah face difficulties in applying differentiated learning, primarily due to a lack of knowledge and skills in identifying the diverse needs of students. Limitations in strategies, resources, and time also pose challenges. Therefore, a community service training program, especially for educators at MIN 1 Cilegon, is necessary to enhance their competencies in applying differentiated learning in the classroom. Analysis shows obstacles in implementing differentiated learning in elementary schools, which can be overcome through training in differentiated learning in the context of the Independent Curriculum (Mulyani et al., 2024).

The aim of this training is to improve the understanding of elementary school teachers in identifying students' learning needs and applying assessments that align with the Independent Curriculum, even though some aspects of assessment understanding have decreased (Soemardi & Hariani, 2023; Mas et al., 2024). The training aims to enable teachers to apply differentiated learning within the Independent Curriculum by improving their competencies in differentiating content, processes, and products through discussions, training, and peer-teaching practices (Pitaloka & Arsanti, 2022; Wahyudi et al., 2023).

This training provides teachers with the understanding and skills to implement Differentiated Learning, adjusting lessons based on students' needs and interests to make learning more meaningful and enjoyable (Ain & Hariani, 2023). Community service results show that 62% of teachers successfully implemented differentiated learning after group simulations, evaluated by 3 experts, with sustainable benefits in line with educational goals (Supriyadi et al., 2023).

The training showed that although all teachers knew about differentiated learning, only 24% fully understood it, and 87.5% felt they benefited from it (Primasatya et al., 2024). Differentiated learning training helps educators adjust their teaching methods, while university lecturers support the development of primary education (Simorangkir et al., 2023). This community service program aims to provide an understanding, experience, and development of differentiated learning models, as well as the creation of lesson plans (Sumardiyanto & Dassucik, 2024).

The training aims to enhance the competencies of educators at state elementary madrasah 1 Cilegon in implementing differentiated learning, recognizing the diversity of students, and optimizing the application of the Independent Curriculum. The expected outcomes include improved learning quality, more effective and creative teaching, better student learning outcomes, higher educator satisfaction, and increased collaboration and innovation, contributing to a dynamic and inclusive learning environment, thereby improving the overall quality of education.

B. METHODS

The differentiated learning training at state elementary madrasah 1 Cilegon was conducted on Friday, August 30, 2024, lasting 5 hours with a Participatory Action Research,

(PAR) approach. The activity began with an expository session explaining the concept of differentiated learning. Afterward participants engaged in a question-and-answer session to deepen their understanding. Assignments were given to reinforce the material that had been studied, followed by project-based learning that allowed participants to apply the concepts practically. The activity continued with simulations and hands-on practice, enabling participants to directly experience the application of differentiated learning. At the end of the session, participants were given tasks such as teaching modules, infographics, and video content on differentiated learning. The media used for this activity included laptops, LCD/projectors, educational props, stationery, colored pencils, cardboard, and presentation materials from each service implementer or resource person.

C. RESULTS AND DISCUSSION

The Differentiated Learning Training at state elementary madrasah 1 Cilegon was attended by 57 teachers from state elementary madrasah 1 Cilegon. The attendance list of the participants is as follows:

DAFTAR HADIR TAMU UNDANGAN KEGIATAN SEMINAR PENDIDIKAN MIN 1 KOTA CILEGON			
NO.	NAMA	ALAMAT	TANDA TANGAN
1.	Ali Mahmud, N. Pd. I, M. Pd	Cilegon	
2.	Elisha Farmah, S. Pd	Grogol	
3.	Aisyah, S. Pd. I	Merak	
4.	Mastura, N. Pd. I	Purwakarta	
5.	Melluhah, S. Pd. I	Purwakarta	
6.	Siti Muliastuti, N. Ag. M. Ag.	Citangkil	
7.	Kotawati, S. Pd. I	Grogol	
8.	Suzlindah, S. Pd	Grogol	
9.	Ahmad C. J. J.	Cilegon	
10.	Hellatillah, S. M	Citangkil	
11.	Inan Masduki Haryati, S. Pd	Cilegon	
12.	Iis Suryati, S. Pd	Cilegon	
13.	Andini Fadhlawati	Merak	
14.	Mandiyah, S. Pd. I	Grogol	
15.	Rohatillah, S. Pd	Merak	
16.	Moh. Dayat, S. Pd	Citangkil	
17.	Sabri, S. Pd	Citangkil	
18.	M. Kusumadhar Iddayati, S. Pd	Purwakarta	
19.	Mandiyah, S. Pd	Merak	

DAFTAR HADIR TAMU UNDANGAN KEGIATAN SEMINAR PENDIDIKAN MIN 1 KOTA CILEGON			
NO.	NAMA	ALAMAT	TANDA TANGAN
20.	Wahyu, S. Pd. I	Purwakarta	
21.	Nurrah, N. Pd. I	Cilegon	
22.	Madhuri, S. Ag	Cilegon	
23.	Iis Suryati, S. Pd	Cilegon	
24.	Rahyati, S. Pd	Purwakarta	
25.	Saiful Huda, S. Pd	Grogol	
26.	Eisa Darmayanti, S. Pd	Purwakarta	
27.	Hj. Rohmah, S. Pd. I	Citangkil	
28.	Ijah Khodijah, S. Pd. I	Merak	
29.	Mandiyah, S. Pd. I	Merak	
30.	Mulyadi, S. Pd	Citangkil	
31.	Susan Afriyanti, S. Pd. I	Grogol	
32.	Hj. Noryah, S. Pd. I	Purwakarta	
33.	LL. Alifurrah, M. Pd	Merak	
34.	Nelawati, S. Pd. I	Merak	
35.	Siti Utamiyah, S. Pd. I	Purwakarta	
36.	Ovi Nani, S. Kom. M. Kom	Citangkil	
37.	Pathu Jamal, S. Pd	Purwakarta	
38.	Yulia Putri, S. Or	Purwakarta	

DAFTAR HADIR TAMU UNDANGAN KEGIATAN SEMINAR PENDIDIKAN MIN 1 KOTA CILEGON			
NO.	NAMA	ALAMAT	TANDA TANGAN
39.	Muhammad Tuba	Grogol	
40.	Hungky Firmansyah	Merak	
41.	Anis Fuad	Purwakarta	
42.	Jenah Mawafa	Merak	
43.	Mulyati	Cilegon	
44.	Husni	Purwakarta	
45.	Ahmad Jemari	Citangkil	
46.	Ade Mahfud Sumarna	Cilegon	
47.	Suci Nabila Putri	Citangkil	
48.	Widha Lailatul Fitri	Merak	
49.	Nachyemul Huseinawati	Cilegon	
50.	Madiyah	Cilegon	
51.	Asla Fitratul Awalayah	Cilegon	
52.	Inan Afi Cahyani	Merak	
53.	Parahatun Fauziah	Grogol	
54.	Tif Arifah	Grogol	
55.	Apri Walandari	Purwakarta	
56.	Ari Jusenda	Merak	
57.	Khusnul Khotimah	Citangkil	

Figure 1. Attendance List of Differentiated Learning Training Participants

The community service program on Differentiated Learning Training at state elementary madrasah 1 Cilegon began from 08:00 to 08:30 with a check-in. All participants arrived on time to register and confirm their attendance before the event started. From 08:30 to 09:00, the event continued with the Opening Ceremony held in the state elementary madrasah 1 Cilegon hall. The ceremony began with opening remarks from Amallia Kusumaningrum. Adi Mulyadi recited a verse from the Qur'an, and Ijah Tunjiah led the participants in singing the national anthem, Indonesia Raya. Elisha Farmah, S. Pd., presented the event report. The Head of state elementary madrasah 1 Cilegon, Ali Mahmud, S. Pd. I., M. Pd, gave a welcoming speech and officially opened the seminar with the theme "Differentiated Learning." The event concluded with a prayer led by Zaenal Arifin and was closed again by Amallia Kusumaningrum.

From 09:00 to 12:00, participants attended the presentation of materials on Differentiated Learning, delivered by Dirga Ayu Lestari, S. Pd. I., M. Pd. The topics covered included teaching modules, infographics, and video content on differentiated learning.



Figure 2. Differentiated Learning Materials

The first topic discussed was the teaching module for differentiated learning, which is a guide designed to help teachers create lessons tailored to the abilities, interests, and learning styles of students. This module provides a step-by-step approach for teachers. The first step is to analyze students' needs by determining their varying levels of ability and identifying differences in interests and learning styles. Teachers then design learning objectives that can be achieved by students through different approaches, ensuring that these goals are relevant and measurable. Teachers then design differentiated learning by choosing the appropriate approach for each group of students. For students who grasp the material more quickly, teachers provide additional challenges, while for those who need more time, teachers offer more in-depth explanations and simplified approaches. A variety of teaching methods, such as project-based learning, group discussions, and individual exercises, are also used, with various learning resources such as books, articles, and digital media. Finally, evaluation and reflection are carried out to assess students' learning outcomes and provide constructive feedback.

The second topic discussed was infographics, which are visual representations that make complex information easier to understand in a simple and engaging way. In differentiated learning, infographics are used to illustrate key concepts, such as definitions, main principles, and strategies in this approach. The first step in creating an infographic is to identify the main concepts to be conveyed and then choose an appropriate format, such as a Venn diagram or a timeline, to represent the stages of learning. The use of visually appealing elements like icons, colors, and shapes makes it easier to understand. Infographics should use simple and easy-to-understand language, and if necessary, include data or statistics that support the effectiveness of differentiated learning.

The third topic was video content for differentiated learning, which is an effective tool for communicating learning concepts directly and understandably. This video explains the application of differentiated learning in the classroom. The first step is to plan the content of the video, including the goals and practical examples of its implementation. After preparing the script, the video is recorded using a device with good image and sound quality. After recording, the video is edited to remove unnecessary parts and add text or graphics to explain important points, along with narration and subtitles to facilitate understanding. The video is then published on learning platforms or social media to be accessed by students or other teachers in need.

After the material presentation, the educators practiced differentiated learning directly.

This practice session used a peer-teaching method, where discussion among colleagues encouraged educators to apply the learning concepts. This discussion was supported by the implementation team, who conducted cross-checks to ensure proper application and assist educators facing challenges.

Next, an evaluation session was conducted using the Baamboozle application. This app was used to measure participants' abilities in groups through questions related to the theory and practice of differentiated learning. This evaluation was very popular among participants, as it included various educational games that created an active, creative, and enjoyable training space. After the practice and evaluation sessions, a reflection and reinforcement on differentiated learning were carried out.



Figure 3. Evaluation of Differentiated Learning Training

The training session was concluded with a prayer led by Mr. Zaenal Arifin, who hoped that all the activities conducted would become valuable experiences and broaden the knowledge of the teaching staff at state elementary madrasah 1 Cilegon. He also prayed that what has been learned could be applied effectively and optimally, and asked for blessings and approval from Allah SWT so that we all remain sincere in our actions and contributions to the nation's education. Afterward, the event organizer, Mrs. Elisha Farmah, presented a certificate of appreciation to the resource persons.

As part of the evaluation, the instructor gave assignments to the participants regarding teaching modules, infographics, and differentiated learning video content. The assignments were to be submitted via Google Drive, with the following criteria for success:

Tabel 1. Table 1. Training Success Criteria

Nilai	Success Criteria
91 – 99	Very Successful
81 – 90	Successful
71 – 80	Moderately Successful
61 – 70	Unsuccessful
<60	Very Unsuccessful

Based on the tasks that have been submitted and evaluated by the instructor, Dirga Ayu Lestari, S.Pd.I., M.Pd., the results are as follows:

Table 2. Differentiated Teaching Module Assignment Scores

No	Participant Name	Assessment Criteria			Average Score
		Content Aligned with Objectives	Content Easy to Understand	Attractive Design	
1	Ade Mahtud Sumsarna	71	75	70	72,0
2	Ahmad Chorib	85	79	74	79,3
3	Ahmad Jeauri	64	66	72	67,3
4	Aida Fitratul Awaliyah	79	80	75	78,0
5	Ali Mahmud, S.PAI, M.Pd.	81	81	80	80,7
6	Aliyah, S.Pd.I.	65	76	74	71,7
7	Andini Fadilawati	67	77	73	72,3
8	Anis Fuad	70	79	71	73,3
9	Azi Jutanda	73	68	78	73,0
10	Eula Damayan, S.Ag.	84	83	72	79,7
11	Hawati	63	75	78	72,0
12	Hengky Finansych	68	71	79	72,7
13	Hj. Hositynh, S.Pd.T.	86	70	73	76,3
14	HJ. Rohminah, S.Pd. I	76	80	74	76,7
15	Hollullah, S.M	72	71	76	73,0
16	Ijah Khodijah, S.Pd.I.	75	69	74	72,7
17	IL Abfulloh, M.Pd.	82	82	71	78,3
18	Intan Alif Cahayani	80	76	77	77,7
19	Jenal Mustal	77	75	75	75,7
20	Kaamt Maulana Hasyim, S.Pd.	62	83	73	72,7
21	Kaitarokui	74	74	72	73,3
22	Khusnul Khotimah	66	67	80	71,0
23	Klisha Fannah, S.Pd.	83	84	71	79,3
24	Kosnawati, S.Pd.I.	78	77	74	76,3
25	Lis Suryati, S.Pd.	69	81	79	76,3
26	M. Kusncadar Ilidayat, S.Pd.	60	78	78	72,0
27	Madihal, S.Ag	87	67	75	76,3
28	Maflulah, S.Pd.I	71	79	80	76,7
29	Manodiyah S. Por	80	74	77	77,0
30	Marlispal, S.PJ	74	84	72	76,7
31	Marliyah	67	68	70	68,3
32	Mastuni, S.Pd.I	75	80	77	77,3
33	Moh. Dayat, S.Pd	66	67	75	69,3
34	Mualiyah, S.Pd.T	85	82	76	81,0

35	Muhamad Toha	76	71	71	72,7
36	Mulyati	79	70	78	75,7
37	Nadiyntal Husateri	68	80	79	75,7
38	Nahrawi, S.Pd.T	63	77	73	71,0
39	Nursith, S.PdT	80	66	72	72,7
40	Parahatul Pauzinh	72	74	79	75,0
41	Rohabiyah, SuNd	84	78	77	79,7
42	Ruiyab, S.Pd	67	81	78	75,3
43	Sanci Nabila Puturi	81	75	71	75,7
44	Sili Malihatun, S.Ag, M.A.	88	79	80	82,3
45	Siti Umayyah, S.Pd.T	70	69	73	70,7
46	Sobri, S.Pd	73	85	76	78,0
47	SS. Apri Whinnndnri	78	66	75	73,0
48	Sualindah, S.Pd	85	72	74	77,0
49	Sueful Rahui, S.Pd	65	75	77	72,3
50	Susen Afriyanti, S.Pd.T	69	73	70	70,7
51	Tathu Jaumal, S.Pd	77	83	80	80,0
52	Tif Arifah	82	78	74	78,0
53	Vi Naeni, S.Kom., M.Kom	68	67	71	68,7
54	Wajito, S.PAI	83	71	72	75,3
55	Wilda Lailatul Fitri	62	81	78	73,7
56	Yulia Putri, S.Or	87	70	75	77,3
57	Elisha fannah, S. Pd	88	73	73	78,0
Total Average					74,99

Based on Table 2, the average score for the Differentiated Teaching Module Assignment is 74.99, or 75, which falls within the range of 71-80. This indicates that the training on creating differentiated teaching modules was moderately successful, although there is room for improvement in achieving more optimal results in designing more effective teaching modules aligned with the principles of differentiated learning. Differentiated learning is important for stimulating and guiding students in understanding and developing their potential, which requires teachers' skills in implementing it to handle the diversity of student potentials (Hananto et al., 2024).

Table 3. Differentiated Infographic Assignment Scores

No	Participant Name	Assessment Criteria			Average Score
		Engaging and Relevant Visuals	Clarity of Message	Innovation and Creativity	
1	Ade Mahtud Sumsarna	72	77	77	75,3
2	Ahmad Chorib	80	83	83	82,0



3	Ahmad Jeauri	83	75	84	80,7
4	Aida Fitratul Awaliyah	79	80	88	82,3
5	Ali Mahmud, S.PAI, M.Pd.	88	81	78	82,3
6	Aliyah, S.Pd.I	74	80	81	78,3
7	Andini Fadilawati	76	84	76	78,7
8	Anis Fuad	82	81	85	82,7
9	Azi Jutanda	81	82	83	82,0
10	Eula Damayan, S.Ag	90	77	79	82,0
11	Hawati	74	83	79	78,7
12	Hengky Finansych	75	78	81	78,0
13	Hj. Hositynh, S.Pd.T	89	75	86	83,3
14	HJ. Rohminah, S.Pd I	77	79	79	78,3
15	Hollullah, S.M	81	85	88	84,7
16	Ijah Khodijah, S.Pd I	78	84	80	80,7
17	IL Abfulloh, M.Pd	85	76	85	82,0
18	Intan Alif Cahayani	73	83	84	80,0
19	Jenal Mustal	84	80	89	84,3
20	Kaamt Maulana Hasyim, S.Pd	78	81	79	79,3
21	Kaitarokui	76	77	80	77,7
22	Khusnul Khotimah	71	80	86	79,0
23	Klisha Fannah, S.Pd	80	79	77	78,7
24	Kosnawati, S.Pd.I	88	85	82	85,0
25	Lis Suryati, S.Pd	79	75	77	77,0
26	M. Kusncadar Ilidayat, S.Pd	83	82	81	82,0
27	Madihal, S.Ag	80	79	80	79,7
28	Maflulah, S.Pd.I	85	77	85	82,3
29	Manodiyah S. Por	87	84	82	84,3
30	Marlispal, S.PJ	80	81	79	80,0
31	Marliyah	84	78	78	80,0
32	Mastuni, S.Pd.I	77	83	87	82,3
33	Moh. Dayat, S.Pd	79	80	81	80,0
34	Mualiyah, S.Pd.T	72	84	80	78,7
35	Muhamad Toha	86	76	83	81,7
36	Mulyati	75	79	89	81,0
37	Nadiyntal Husateri	89	81	82	84,0
38	Nahrawi, S.Pd.T	71	77	81	76,3
39	Nursith, S.PdT	79	80	79	79,3

40	Parahatul Pauzinh	72	82	85	79,7
41	Rohabiyah, SuNd	80	85	83	82,7
42	Ruiyab, S.Pd	78	80	79	79,0
43	Sanci Nabila Puturi	77	79	88	81,3
44	Sili Malihatun, S.Ag, M.A.	82	82	80	81,3
45	Siti Umayyah, S.Pd.T	85	78	87	83,3
46	Sobri, S.Pd	73	81	84	79,3
47	SS. Apri Whinndnri	74	84	76	78,0
48	Sualindah, S.Pd	81	76	82	79,7
49	Sueful Rahui, S.Pd	79	79	86	81,3
50	Susen Afriyanti, S.Pd.T	80	80	78	79,3
51	Tathu Jaumal, S.Pd	76	77	79	77,3
52	Tif Arifah	77	75	86	79,3
53	Vi Naeni, S.Kom., M.Kom	83	83	84	83,3
54	Wajito, S.PAI	90	85	85	86,7
55	Wilda Lailatul Fitri	72	76	79	75,7
56	Yulia Putri, S.Or	79	84	79	80,7
57	Elisha fannah, S. Pd	88	81	80	83,0
Total Average					80,63

Based on Table 3, the average score for the Differentiated Infographic Assignment is 80.63, or 81, which falls within the range of 81-90. This shows that the training was successful, particularly in creating differentiated infographics. Participants were able to master the creation of effective infographics that align with the principles of differentiated learning. Differentiated learning has proven effective in meeting students' needs and learning styles, and this training successfully enhanced teachers' skills, improved the quality of education, and reduced disparities in education (Ria & Kurniati, 2023).

Table 4. Differentiated Video Content Assignment Scores

No	Participant Name	Assessment Criteria			Average Score
		Visual and Audio Quality	Use of Supporting Media	Structured and Engaging Presentation	
1	Ade Mahtud Sumsarna	85	89	80	84,7
2	Ahmad Chorib	89	91	89	89,7
3	Ahmad Jeauri	91	87	85	87,7
4	Aida Fitratul Awaliyah	88	90	82	86,7
5	Ali Mahmud, S.PAI, M.Pd	90	88	84	87,3
6	Aliyah, S.Pd.I	92	85	86	87,7
7	Andini Fadilawati	86	89	81	85,3



8	Anis Fuad	92	91	87	90,0
9	Azi Jutanda	87	86	88	87,0
10	Eula Damayan, S.Ag	91	90	80	87,0
11	Hawati	90	88	89	89,0
12	Hengky Finansych	89	91	85	88,3
13	Hj. Hositynh, S.Pd.T	92	89	84	88,3
14	HJ. Rohminah, S.Pd I	91	90	80	87,0
15	Hollullah, S.M	86	87	81	84,7
16	Ijah Khodijah, S.Pd I	89	85	86	86,7
17	IL Abfulloh, M.Pd	88	91	89	89,3
18	Intan Alif Cahayani	92	90	82	88,0
19	Jenal Mustal	91	89	83	87,7
20	Kaamt Maulana Hasyim, S.Pd	85	86	81	84,0
21	Kaitarokui	92	85	87	88,0
22	Khusnul Khotimah	86	91	88	88,3
23	Klisha Fannah, S.Pd	90	88	80	86,0
24	Kosnawati, S.Pd.I	88	89	84	87,0
25	Lis Suryati, S.Pd	92	86	86	88,0
26	M. Kusncadar Ilidayat, S.Pd	89	91	89	89,7
27	Madihal, S.Ag	90	90	80	86,7
28	Maflulah, S.Pd.I	92	85	81	86,0
29	Manodiyah S. Por	86	87	87	86,7
30	Marlispal, S.PJ	87	90	83	86,7
31	Marliyah	91	91	89	90,3
32	Mastuni, S.Pd.I	90	89	82	87,0
33	Moh. Dayat, S.Pd	92	88	85	88,3
34	Mualiyah, S.Pd.T	88	90	84	87,3
35	Muhamad Toha	91	86	86	87,7
36	Mulyati	85	85	80	83,3
37	Nadiyntal Husateri	89	91	88	89,3
38	Nahrawi, S.Pd.T	86	89	87	87,3
39	Nursith, S.PdT	92	91	89	90,7
40	Parahatul Pauzinh	89	88	83	86,7
41	Rohabiyah, SuNd	87	87	81	85,0
42	Ruiyab, S.Pd	91	90	84	88,3
43	Sanci Nabila Puturi	88	91	88	89,0
44	Sili Malihatun, S.Ag, M.A.	90	89	82	87,0

45	Siti Umayyah, S.Pd.T	85	85	89	86,3
46	Sobri, S.Pd	90	90	85	88,3
47	SS. Apri Whinndnri	92	86	86	88,0
48	Sualindah, S.Pd	89	91	88	89,3
49	Sueful Rahui, S.Pd	91	89	80	86,7
50	Susen Afriyanti, S.Pd.T	87	88	81	85,3
51	Tathu Jaumal, S.Pd	90	87	87	88,0
52	Tif Arifah	88	90	82	86,7
53	Vi Naeni, S.Kom., M.Kom	85	91	89	88,3
54	Wajito, S.PAI	92	85	80	85,7
55	Wilda Lailatul Fitri	86	89	85	86,7
56	Yulia Putri, S.Or	79	88	89	85,3
57	Elisha fannah, S. Pd	88	81	80	83,0
Total Average					87,26

Based on Table 4, the average score for the Differentiated Video Content Assignment is 87.26, or 87, which falls within the range of 81-90. This indicates that the training was successfully implemented, as the scores reflect adequate achievements and demonstrate the participants' improvement in creating effective differentiated video content. The implementation of differentiated learning aims to meet students' learning needs, create an effective learning environment, guide the learning process, and conduct continuous assessments based on students' academic development (Azmy & Fanny, 2023). Overall, based on the types of tasks assigned, the average scores are as follows:

Table 5. Accumulated Training Assignment Scores on Differentiated Learning

No	Task Type	Average Score
1	Teaching Module	75
2	Infographics	81
3	Video Content	87
Total Average		81

Based on Table 5, the accumulated score for the differentiated learning training assignments is 81, which falls within the range of 81-90. This indicates that the training was successful and had a positive impact on the teachers' ability to design teaching modules, infographics, and video content. The success of this training reflects the improvement in teachers' skills in designing more effective and creative teaching materials, which can support a more engaging and differentiated learning process. Differentiated learning is a strategy that enables teachers to adjust materials, methods, and assessments to accommodate students' diverse needs and abilities (Wahyuning Sari et al., 2024).

D. CONCLUSION

The results of the training and development show that participants have a good understanding of differentiated learning design, with a significant improvement in the pre-test and post-test, as well as the ability to integrate various aspects of learning design (Dahler et al., 2024). The concept of differentiated learning plays a crucial role in the success of the Merdeka curriculum. Considering the limited competency test standards for teachers, especially in Banten province, which has the highest number of elementary education teachers, training on differentiated learning for elementary school teachers becomes very important. Together with the head of the elementary madrasah teacher education program at Sekolah Tinggi Agama Islam KH. Abdul Kabier and the team, the training on differentiated learning was organized for teachers at state elementary madrasah 1 Cilegon. Through this training and mentoring, it is hoped that teachers at state elementary madrasah 1 Cilegon can enhance their competencies as key players in the success of the Merdeka curriculum through differentiated learning. The training went well and smoothly and can be considered successful. The average total score for the differentiated learning training was 81, falling within the range of 81-90, indicating that the training was successful and had a positive impact on the teachers' abilities to design teaching modules, infographics, and video content, as well as improve their skills in more creative and effective learning.

ACKNOWLEDGMENTS

Sincere thanks to all the participants of the differentiated learning training at state elementary madrasah 1 Cilegon who actively and enthusiastically participated in the event on Friday, August 30, 2024. We hope the material presented will provide new insights and improve the quality of classroom learning. We hope this training is beneficial and can be effectively applied to support the development of better education and create more optimal learning experiences for students.

CONTRIBUTION OF SERVICE IMPLEMENTERS

Implementer 1: Activity Developer & Speaker

Implementer 2: Activity Developer & Equipment

Implementer 3: Activity Developer & Report Writer

Implementer 4: Report Writer & Documentation

Implementer 5: Report Writer & Documentation

LITERATURE

Ain, N., & Hariani, L. S. (2023). Pelatihan pembelajaran berdiferensiasi pada implementasi kurikulum merdeka. *JDIMAS (Jurnal Pengabdian Masyarakat)*, 1(2), 49-54.

Almujab, S. (2023). Pembelajaran berdiferensiasi: Pendekatan efektif dalam menjawab kebutuhan diversitas siswa. *Oikos: Jurnal Kajian Pendidikan Ekonomi dan Ilmu Ekonomi*, 8(1), 148-165. <https://doi.org/2549-2284>

Amalia, K., Roesminingsih, E., Andari, S., & Supriyanto, S. (2023). Pelatihan pemahaman CP dan penyusunan TP serta ATP, dan pembelajaran berdiferensiasi dalam kurikulum

- merdeka. *DEDICATE: Journal of Community Engagement in Education*, 2(02), 12–21. Retrieved from <https://jurnal.unesa.ac.id/index.php/dedicate/article/view/26858>
- Andri, W., Sirhi, S., & Wibowo, D. C. (2024). Pelatihan pembelajaran berdiferensiasi dan memanfaatkan barang bekas sebagai media pembelajaran: Memenuhi kebutuhan unik setiap siswa di Desa Peruan dalam Kabupaten Sanggau. *JPPM: Jurnal Pelayanan dan Pemberdayaan Masyarakat*, 3(2), 158-166.
- Azmy, B., & Mahya, A. F. (2023). Pembelajaran berdiferensiasi dalam kurikulum merdeka belajar di sekolah dasar. *Inventa: Jurnal Pendidikan Guru Sekolah Dasar*, 7(2), 217-223. http://jurnal.unipasby.ac.id/index.php/jurnal_inventa
- Blegur, J. (2023). Pelatihan pembelajaran berdiferensiasi project-based learning dalam pendidikan jasmani. *Jurnal Abdimas Prakasa Dakara*, 4(2), 107-124. <https://doi.org/10.37640/japd.v4i2.2073>
- Dahler, A., Jaenuddin, R., Supriyadi, S., Safitri, S., Muharromah, A., Lupia, L., & Dewi, S. (2024). Pelatihan dan pendampingan pembuatan desain pembelajaran berdiferensiasi sebagai upaya pengembangan kompetensi pedagogik guru. *Jurnal Pendidikan Dan Pengabdian Masyarakat*, 7(1), 27–35. <https://doi.org/10.29303/jppm.v7i1.6190>
- Hananto, I., Syahroni, M., & Suwidagdho, D. (2024). Pelatihan strategi pelaksanaan pembelajaran berdiferensiasi untuk memahami dan mengembangkan potensi peserta didik. *Jurnal Pengabdian Kepada Masyarakat Nusantara*, 5(3), 3654-3660. <https://doi.org/10.55338/jpkmn.v5i3.2164>
- Mananggell, M. B., Laurens, T., & Ramadhani, W. P. (2024). Efektivitas pelatihan pembelajaran berdiferensiasi bagi guru SD di Kecamatan Kairatu Kabupaten Seram Bagian Barat. *Bakti: Jurnal Pengabdian Masyarakat*, 4(2), 136-144. <https://doi.org/10.51135/baktivol4iss2pp136-144>
- Mas, S. R. ., Arwildayanto, A., Arifin, A., & Sulkifly, S. (2024). Pelatihan Optimalisasi Pembelajaran Berdiferensiasi Di Era Kurikulum Merdeka Untuk Menuju Sekolah Efektif. *Community Development Journal : Jurnal Pengabdian Masyarakat*, 5(4), 7011–7022. <https://doi.org/10.31004/cdj.v5i4.26421>
- Mulyani, H., Auliya, S., & Darmayanti, M. (2024). Pembelajaran berdiferensiasi di sekolah dasar: Tinjauan literatur sistematis dan analisis bibliometrik. *Metodik Didaktik: Jurnal Pendidikan Ke-SD-an*, 20(1), 15-25. <https://ejournal.upi.edu/index.php/MetodikDidaktik/index>
- Pitaloka, H., & Arsanti, M. (2022). Pembelajaran diferensiasi dalam Kurikulum Merdeka. *Prosiding Seminar Nasional Sultan Agung ke-4*, 34-37. ISBN: 978-623-6264-07-2.
- Primasatya, N., Mujiwati, E. S., Damariswara, R., Basori, M., Saidah, K., Nurfiyanto, D. M., & Bintari, L. (2024). Pelatihan pembelajaran berdiferensiasi bagi guru-guru kecamatan Banyak sebagai implementasi kurikulum merdeka. *Dedikasi Nusantara: Jurnal Pengabdian Masyarakat Pendidikan Dasar*, 3(2), 83–90. <https://doi.org/10.29407/dedikasi.v3i2.21407>
- Ria, T. N., & Kurniati, L. (2023). Pelatihan pembelajaran berdiferensiasi bagi guru-guru SMPN 4 Demak. *Jurnal Awam*, 3(1), 13-18. Retrieved

from <http://ejournal.universitaskarimun.ac.id/index.php/awam/article/view/963>

- Safarati, N., & Zuhra, F. (2023). Literature review: Pembelajaran berdiferensiasi di sekolah menengah. *Genta Mulia: Jurnal Ilmiah Pendidikan*, 14(1), 15-26.
- Simorangkir, M. R., Siregar, E., Manalu, R., Gunawan, R., Sinaga, D., & Sebayang, M. (2023). Pelatihan penerapan pembelajaran berdiferensiasi di satuan pendidikan. *EPIC: Jurnal Pendidikan Pengabdian Masyarakat*, 2(2), 66-73. Retrieved from <https://journal.umpalopo.ac.id/index.php/epic/article/view/274>
- Soemardi, N. A., & Hariani, L. S. (2023). Pelatihan pembelajaran berdiferensiasi pada implementasi kurikulum merdeka. *Jurnal Pengabdian Masyarakat*, 1(2), 49–54. Retrieved from <http://ejournal.unikama.ac.id/index.php/jdimas/article/view/9673>
- Sumardiyanto, S., & Dassucik, D. (2024). Pelatihan peningkatan kompetensi guru dalam model pembelajaran berdiferensiasi bagi guru-guru SMP Negeri 1 Situbondo. *Mimbar Integritas: Jurnal Pengabdian*, 3(1), 160-169. <https://doi.org/10.36841/mimbarintegritas.v3i1.4098>
- Supriyadi, S., Muna Lia, R., Rusilowati, A., Isnaeni, W., Susilaningsih, E., Suraji, S., Barus, R. A., Sun'an, U. N., Rapi, M., Fardiana, R., & Husein, S. (2023). Program pengabdian masyarakat Unnes: Pelatihan pembelajaran berdiferensiasi dan asesmennya bagi guru SD. *SNPM2023 / Prosiding Seminar Nasional Pengabdian Masyarakat Dharma Samakta Edukhatulistiwa*, 1, 1-12. <https://doi.org/10.61142/psnpm.v1.98>
- Wahyudi, A. B. E., Suhartono, Ngatman, Wahyono, T. S., Susiani, M., Salimi, M., & Hidayah, R. (2023). Pelatihan implementasi pembelajaran berdiferensiasi bagi guru sekolah dasar. *Seminar Nasional Inovasi Pendidikan Ke-7 (SNIP 2023) SHEs: Conference Series*, 6(3), 357-363.
- Wahyuningsari, D., Mujiwati, Y., Hilmiyah, L., Kusumawardani, F., & Sari, I. P. (2022). Pembelajaran Berdiferensiasi Dalam Rangka Mewujudkan Merdeka Belajar. *Jurnal Jendela Pendidikan*, 2(04), 529–535. <https://doi.org/10.57008/jjp.v2i04.301>
- Wijaya, S., Sumantri, M. S., & Nurhasanah, N. (2022). Implementasi merdeka belajar melalui strategi pembelajaran terdiferensiasi di sekolah dasar. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 8(2), 1495-1506.

