ABSTRACT

ANGRAINI TAMAHIWU, *2025. "Evaluation Study on the Implementation of Differentiated Instruction at SD Muhammadiyah 1 Limboto". Advisor 1* ***LIA NURHAYATI****, and Advisor 2* ***YULANTI S. MOODUTO****.*

In implementing differentiated instruction at SD Muhammadiyah 1 Limboto this research aimed to determine the implementation of differentiated instruction at SD Muhammadiyah 1 Limboto using the CIPP model, namely Context, Input, Process, and Product. This research used a descriptive, evaluative method with data sources being the school principal, teachers, and students, employing observation, interviews, and documentation instruments. The data analysis techniques in this research were data triangulation, source triangulation, and technique triangulation. This research indicated that the implementation of differentiated instruction at SD Muhammadiyah 1 Limboto was already exemplary in carrying out differentiated learning. The research findings obtained were as follows: First, the Context Evaluation of the differentiated instruction implementation involved the Regulation of the Minister of Education, Culture, Research, and Technology (Kemendikbudristek) No. 12 of 2024 concerning the Curriculum for Early Childhood Education, Basic Education, and Secondary Education Levels. Second, the Input Evaluation of the differentiated instruction implementation comprised the experiences of teachers and students, as well as the facilities and infrastructure in differentiated learning. Third, the differentiated instruction implementation process evaluation included ongoing assessment, strategies, student involvement, teacher concern for student needs, and the learning environment. Fourth, the Product Evaluation of the differentiated instruction implementation consisted of student learning outcomes.

Keywords: *Evaluation, Implementation of Differentiated Instruction.*

ABSTRAK

ANGRAINI TAMAHIWU, 2025. “Studi Evaluasi Dalam Penerapan Pembelajaran Berdiferensiasi Di Sd Muhammadiyah 1 Limboto”. Pembimbing 1 Dr. Lia Nurhayati, M.Pd dan Pembimbing 2 Yulanti S. Mooduto, S.Pd, M.Pd.

Penelitian ini bertujuan untuk mengetahui pelaksanaan pembelajaran berdiferensiasi di SD Muhammadiyah 1 Limboto dengan menggunakan model CIPP yakni konteks, input, proses, dan produk. Penelitian ini menggunakan metode deskriptif evaluatif dengan sumber data subjek dari penelitian adalah kepala sekolah, guru dan siswa dengan menggunakan instrumen observasi, wawancara, dan dokumentasi. Teknik analisis data dalam penelitian ini adalah triangulasi data, triangulasi sumber, dan triangulasi teknik. Hasil dari penelitian ini adalah penerapan pembelajaran berdiferensiasi di SD Muhammadiyah 1 Limboto sudah baik dalam melaksanakan pembelajaran berdiferensiasi. Hasil penelitian yang diperoleh yaitu pertama evaluasi konteks penerapan pembelajaran berdiferensiasi berupa Peraturan Menteri Pendidikan, Kebudayaan, Riset Dan Teknologi (Kemendikbudristek) No. 12 Tahun 2024 Tentang Kurikulum Pada PAUD, Jenjang Pendidikan Dasar Dan Menengah. Kedua, evaluasi input penerapan pembelajaran berdiferensiasi berupa pengalaman guru dan siswa, serta sarana prasarana dalam pembelajaran berdiferensiasi. Ketiga evaluasi proses penerapan pembelajaran berdiferensiasi berupa asesmen berkelanjutan, strategi yang digunakan, keterlibatan siswa, kepedulian guru terhadap kebutuhan siswa dan lingkungan belajar. Keempat evaluasi terhadap produk penerapan pembelajaran berdiferensiasi yaitu berupa hasil belajar siswa.

Kata Kunci: Evaluasi, Penerapan Pembelajaran Berdiferensiasi