

## ANALYSIS OF STUDENT LEARNING READINESS TO FULFIL ACHIEVEMENTS INDEPENDENT CURRICULUM WITH DIFFERENTIATED LEARNING

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### ABSTRACT

This study explores the impact of students' learning readiness on the implementation of differentiated learning to achieve independent curriculum goals in a seventh-grade class at SMPIT Putri Al-Hanif, Cilegon, Indonesia. The theoretical framework emphasizes the dynamic nature of readiness, distinct from innate ability, highlighting the importance of aligning assignments with students' abilities and interests. Employing qualitative descriptive research, the study involves 23 participants, utilizing assessments, interviews, and observations. Results reveal diverse levels of learning readiness influenced by internal and environmental factors. The differentiated learning approach caters to individual needs, emphasizing process, product, content, and learning environment adjustments. Findings underscore the crucial role of teachers in organizing varied learning strategies to enhance students' readiness and overall learning quality within the context of the independent curriculum. This research contributes valuable insights into addressing learning gaps and optimizing educational outcomes in the Era of Revolution 5.0.

**Keywords:** *Readiness, Independent Curriculum, Differentiated learning.*

### INTRODUCTION

Education is crucial for basic human requirements as it provides knowledge, skills, and attitudes that contribute to survival. Education can increase the quality of human resources, propelling the nation and state forward in the right manner (Aprima and Sari 2022). The education provided must adapt to the conditions and circumstances. According to Ki Hadjar Dewantara's ideas on education, the implementation of education in Indonesia must consider both the nature of nature and the nature of the times. Ki Hadjar Dewantara says in (Handiyani and Muhtar 2022) that the concept of learning is learning that does not violate the nature of diversity that humans possess, as a result, education must preserve existing diversity and not generalize things that cannot be equated.

We have entered the Era of Revolution 5.0, a massive technological upheaval that has resulted in considerable changes in a variety of disciplines, including education. Faced with this growth condition, Indonesia has made attempts to increase quality in a variety of areas of life, including education. The Minister of Education, Culture, Research, and Technology Republic of Indonesia, Nadiem Makarim, repeated the notion of changing the curriculum to include the Independent Learning Curriculum. According (Indarta et al. 2022) teachers have the right to interpret the curriculum independently before educating students, allowing them to meet individual learning needs throughout the learning process. Indonesia's Independent Learning Curriculum aims to address the growing global competition for human resources in the 21st century. The independent curriculum promotes active and creative learning. The installation of this curriculum is not intended to replace existing synchronization, but rather to improve the system that has already been developed (Aprima and Sari 2022).

Some improvements in education and implementation according to (Subhan 2022), the most influential aspect of learning management is Acceptance of New Students, which employs a zoning system to ensure a diversified intake of students entering the school. Academic

diversity among students in a school can lead to gaps in comprehension and learning readiness. Teachers must embrace diversity and provide optimal learning experiences for their students. This is based on the notion that:

1. All students can be successful learners.
2. Fairness is not synonymous with fairness.
3. Each student follows a distinct learning process.
4. The effectiveness of learning approaches as evidenced by repeated experience.
5. Teachers are essential to the successful implementation of student learning initiatives.

This statement demonstrates that there is a learning gap in learning that has an impact on the student's prospective learning accomplishment, which is not in line with what the student should be achieving.

The differences in initial understanding that students have are directly related to the readiness to learn (readiness) of each student. The readiness to learn has a very clear influence on children's development in learning, making children easier and ready to accept learning carried out together with the teacher (Rifqiyah and Nugraheni 2023). Readiness is a condition that indicates a student's ability to participate in the learning process. Students' readiness to participate in learning will motivate them to adapt to the settings under which the learning takes place (Fairuza Apsarini and Barlianty 2020). Learning readiness has a strong influence on student's development during learning, making it easier for them to absorb and learn anything. Throughout the learning process, students are encouraged and expected to become increasingly active and independent, rather than passively waiting for directions from their teacher or companion.

There is variation and disparities in learning readiness between each. Students in the classroom serve as the foundation for a teacher who must be able to reconcile each student's unique demands with curriculum successes and broader learning objectives (Jatmiko and Putra 2022). This study examines how students' learning readiness affects the implementation of differentiated learning to achieve independent curriculum goals. The distribution of students' beginning skills, governed by learning readiness, significantly impacts their learning quality and outcomes. This research aims to analyze the learning readiness of class VII students of SMPIT Putri Al-Hanif. The aim is to provide differentiated learning in English language learning to achieve an independent curriculum. Knowing each student's learning readiness allows teachers to provide varied learning and accommodate all students' needs.

### **Theoretical Framework**

Remember that preparedness is not synonymous with ability and should not be used interchangeably. The term "ability" often implies a fixed and inborn trait. High-quality instruction should lead to regular changes in readiness, which is a transient state. To advance academically, students must constantly concentrate on assignments that are narrowly focused on vital knowledge, understanding, or abilities that are slightly more demanding than their current level of readiness. Students require support from peers and/or teachers to overcome challenges and achieve a higher level of readiness (Tomlinson and Imbeau 2010). Student readiness has a significant impact on learning activities because specific conditions enable students to learn. In this sense, there are several levels of learning readiness for a given task. Unprepared students may struggle or perhaps give up on learning tasks. This comprises readiness elements such as maturity, physical growth, IQ, background experience, standard learning objectives, motivation, perception, and other factors that facilitate learning (Suardi 2022). Based on the explanation of learning readiness above, we can conclude that:

1. Teachers should set assignments that align with students' abilities, interests, and backgrounds for optimal learning outcomes.

2. If the teacher wants to know what the student like. To assess a student's readiness to learn, teachers should provide a readiness test.
3. If a student is not ready to work on an assignment, the teacher can postpone it until they are, or organize tasks based on their readiness.

## **METHOD**

The research method used was qualitative descriptive research. The data investigated in this research is original data that actually occurred at the research location. The methodology is a case study, which is a research method for discovering, studying, and documenting an occurrence without special attention from others. Researchers used qualitative research to explore various phenomena, including forms, activities, traits, changes in relationships, similarities, and differences (Nuriyati et al. 2022).

### *Participant (Subject) Characteristics*

The study included 23 seventh-grade junior high school students. Research sites the researcher used SMPIT Putri Al-hanif, Cilegon.

### *Research Design*

In qualitative descriptive research, the researcher creates a simple instrument to supplement and compare data collected through interviews, observations, and questionnaire (Sugiono 2016). The researcher collected data using student learning readiness assessments (questionnaire), interview guides, and observation record sheets.

## **RESULT**

Education implementation is inextricably linked to the learning process. Learning is defined as a shift in behavior or action resulting from experience. To attain best learning outcomes, participants must be prepared to learn and capable of following instruction (Sartika 2022) according to the definition, readiness refers to “being prepared to respond or react”, indicating an individual's internal maturity and ability to perform abilities. (Slameto, 2015) identified six signs of learning readiness: physical, mental, emotional, material, need, and knowledge. The researcher elaborates on the six markers of preparedness identified in the study and categorizes them into descriptors for learning readiness. Each student in a class has a unique level of learning readiness. These disparities can be attributed to both internal and environmental influences. All students have the right to obtain level-appropriate instruction, regardless of their learning readiness. Because of this, the importance of a teacher in organize and plan learning that is capable of fulfilling students' learning needs varies with regard to readiness learn it.

Differentiated learning caters to varied student needs, including interests, learning styles, readiness, and multiple intelligences. After gathering data from observations and interviews, researcher conduct an initial cognitive and non-cognitive assessment to determine students' readiness to learn and carry out classroom learning. The teacher conducts an initial assessment by asking students questions and providing opportunities for them to explain their understanding of the topic of discussion. Students can answer the questions orally or in writing on the blackboard. They can also write their answers in their books. After answering each question, the teacher groups students based on their degree of understanding and readiness. The teacher conducts non-cognitive assessments by asking questions regarding students' activities at home, such as reading books and other activities that contribute to their comprehension and knowledge.

According to (Jumasrin 2019), the most important part of learning is the process itself. Teachers must carefully select appropriate learning tactics to ensure preparation. Effective learning relies on a solid foundation. Lack of preparedness can hinder a student's learning process and negatively impact their learning outcomes. Conversely, students who are prepared tend to achieve better learning outcomes. Unsatisfactory findings lead to poor learning outcomes. Therefore, this opinion should be processed, learning should be done personally, and students should be willing to learn.

The results of this research include:

1. Readiness to learn based on student questionnaire

The results show that the average indicator percentage of 75.70% falls into the "good" category. This demonstrates that on average, grade 7 students at one of Cilegon's junior high schools are well-prepared to learn. The overall results are based on the statement scores for each aspect of students' learning readiness. There are statements for each measure of student learning readiness, including physical (71.17%), mental (72.64%), emotional (78.63%), and facilities and infrastructure (80.37%). The low degree of students' learning readiness indicates that the majority of students perform well in the continuing learning process.

2. Student learning readiness based on observation

In terms of student readiness to receive learning materials, the situation is fairly good. The level of student interest for participation in group discussion activities is extremely high. The student activity in working on practice questions is quite good, as is the student participation in closing learning activities.

## Discussion

A variety of variables must be met for effective learning to occur. While parents and teachers play an important role in fulfilling these criteria, it is also the responsibility of children to learn and develop the necessary elements, including:

1. Maintaining physical health is crucial for students, since it prevents illnesses that might hinder studying.
2. Maintaining one's mental or spiritual health is crucial for students to avoid emotional illnesses and retain stability while studying.
3. Emotional condition or readiness, which means that students must always act maturely while making decisions in order to avoid conflict or disputing with their peers at any time during the learning process.
4. Condition or readiness of facilities and infrastructure, meaning participants enough materials and tools needed for students, such as students must always provide all the materials and learning aids for themselves and keep, maintain and store them well and neatly so that students can use it properly if needed at the time.

a. **Physical readiness**

The physical condition indicator represents the initial state of a learning activity. Students are in a state of readiness to learn before beginning learning activities. Physical issues include fatigue, lack of enthusiasm, dizziness, and sleepiness. Students who want to study successfully must try to maintain their health. The first statement pertains to vision and hearing, with a 72.98% questionnaire score indicating good performance. Vision and hearing are referred to as physical or biological limitations. A physical deficiency refers to anything that makes the body or physique less than ideal. Examples include blindness and deafness. This impairment also has an impact on how students learn in school. The following statement pertains to weariness during the learning process, with a questionnaire percentage of 61.29% indicating good performance due to class observation in the final hour of Chemistry. To learn well, students must avoid being fatigued while studying.

Therefore, it's important to work in a fatigue-free environment. If students are exhausted, the learning process interferes with their concentration, causing them to become quickly tired, less enthused, and sleepy.

To preserve good health, it's important to eat and exercise consistently. The questionnaire results showed that the students' physical condition was good, with an average questionnaire percentage of 71.17%. Student observations show that students have maintained their physical health.

**b. Mental condition**

Students who are mentally prepared are more likely to make their peers feel pleased and calm throughout class. The material supplied by the teacher will be simple to understand and will leave an effect on him. So that when the lesson is done, students can recall the material that the teacher has delivered. This indicator has multiple statements. The first question was brave to ask in class, with a questionnaire response rate of 70.16% in the good category. A score of 72.58% on a questionnaire for expressing viewpoints during conversations is considered good. Active participation in learning discussions resulted in a 70.96% interest rate in the good category.

The following statement is to prepare yourself before class begins, with a questionnaire percentage of 59.67% in the "quite good" category. Doing tasks without cheating ranks 73.38% in the good category. Students' readiness to learn as well as their mental health require additional improvement. The students' mental preparation needs to be strengthened even further. The questionnaire results indicated that the students' physical condition was good, with an average questionnaire percentage of 72.64%. Student observations demonstrate this, as evidenced by their engagement in learning discussion forums.

**c. Emotional condition**

Indicators of students' emotional preparedness are an important part of the learning process. High learning readiness is tied to each student's level of emotional preparedness. Emotional readiness includes students' ability to socialize in unfamiliar environments, with a questionnaire percentage of 82.25% in the "good" category. Furthermore, there is a statement about students' emotional management, with a questionnaire score of 75% in the good group. This means that students can manage their emotions in a mature manner. The questionnaire results indicated that the students' physical condition was good, with an average questionnaire percentage of 78.63% in the good category. Observations show that students discuss activities with their friends in a positive environment and respect each other's ideas during the learning process.

Differentiated learning is an approach that can address students' learning needs, including their readiness to learn. According to research (Pane, Lumbantoran, and Simanjuntak 2022), varied learning improves students' creative thinking abilities and contributes to higher learning quality. Differentiating learning involves four aspects: process, product, content, and learning environment. This explained that:

1. Differentiation involves tailoring education to meet the requirements of participants and focusing on their willingness to learn.
2. Process differentiation refers to how students engage with materials, which influences their learning choices.
3. At the end of the learning process, students demonstrate product distinction through their activities and results.
4. Differentiation involves adjusting the learning environment, student collaboration, and learning circumstances to meet students' needs, including their preparedness to learn.

Implementation of learning to accommodate differentiation. According to (Hartoyo and Rahmadayanti 2022), the Merdeka curriculum, which includes independent study in junior high  
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school, provides teachers, heads of schools, and teaching staff with the freedom to design the learning experience for diverse students. Application of Learning According to (Fitra 2022) differentiated learning can not only meet participants' learning needs, but also improve learning outcomes. Research has shown that implementing a deep differentiated learning independent curriculum can help students achieve learning objectives through formative assessment. (Suryana et al., 2022) found that the Independent Curriculum was more optimally implemented than the Curriculum 2013 during the testing year. The emphasis is on independence, allowing students to maximize their potential and learn independently. Researchers' findings suggest that learning readiness is an important part of students' learning demands. Teachers should prioritize determining and implementing varied learning strategies to meet students' requirements and increase overall learning quality. Strategy differentiated learning plays a significant role in meeting independent curriculum learning outcomes.

## CONCLUSION

In conclusion, education is a vital component of human development, and its effectiveness is contingent on adapting to changing times and embracing diversity. The introduction of Indonesia's Independent Learning Curriculum, aimed at fostering active and creative learning, reflects efforts to meet the challenges of Revolution 5.0. However, the study emphasizes the importance of addressing variations in students' learning readiness, as it significantly impacts the quality and outcomes of education. The theoretical framework highlights the dynamic nature of readiness and the need for tailored assignments and assessments. The qualitative descriptive research conducted at SMPIT Putri Al-Hanif reinforces the significance of differentiated learning to accommodate diverse student needs, particularly in terms of readiness. This approach, supported by the Merdeka curriculum, not only enhances learning outcomes but also aligns with the goals of the Independent Curriculum. In essence, recognizing and addressing students' varying levels of readiness is crucial for the successful implementation of education reforms and achieving overall learning quality.

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