



PENDAMPINGAN PENYUSUNAN PERANGKAT PEMBELAJARAN BERDIFERENSIASI UNTUK MENINGKATKAN KUALITAS MENGAJAR GURU-GURU SD NEGERI DI KECAMATAN GIDO, KABUPATEN NIAS

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Abstrak

Kecamatan Gido memiliki karakteristik geografis perbukitan dengan aksesibilitas terbatas dan masyarakat berpenghasilan utama dari sektor pertanian. Keragaman sosial ekonomi dan pola migrasi musiman memengaruhi kehadiran siswa. Dari 245 guru SD, 65% berpendidikan S1, tetapi hanya 35% yang pernah mendapat pelatihan pembelajaran berdiferensiasi secara teoritis singkat. Tantangan utama adalah kemampuan praktis guru dalam merancang pembelajaran responsif. Penelitian menunjukkan variasi kemampuan siswa tinggi, namun 85% guru masih menggunakan pendekatan satu untuk semua. Kesenjangan kompetensi guru sangat tinggi, terutama dalam analisis kebutuhan belajar, perancangan konten, dan asesmen adaptif. Kelompok Kerja Guru (KKG) belum efektif, lebih fokus pada administratif. Implementasi Kurikulum Merdeka dan pembelajaran berdiferensiasi masih terbatas (20% SD). Dampaknya, hasil belajar siswa di bawah rata-rata provinsi. Kebutuhan mendesak adalah peningkatan kapasitas praktis guru melalui pendampingan intensif, pengembangan model kontekstual, dan revitalisasi KKG dengan melibatkan kearifan lokal serta sumber daya setempat. Metode pelaksanaan dalam kegiatan pendampingan ini menerapkan Program Participatory Action Research (PAR) dengan filosofi "dari guru, oleh guru, untuk guru", difasilitasi tim pengabdian. Dilaksanakan dalam tiga fase selama 6 bulan dengan siklus perbaikan berulang: (1) Fase Persiapan (Bulan 1): Identifikasi kebutuhan dan pengembangan modul kontekstual. (2) Fase Implementasi (Bulan 2-4): Pelatihan intensif, pendampingan langsung di sekolah, dan revitalisasi KKG menjadi komunitas praktik. (3) Fase Penguatan (Bulan 5-6): Monitoring, penyempurnaan, dan diseminasi hasil. Strategi pendampingan disesuaikan dengan tingkat kompetensi guru dan mengintegrasikan kearifan lokal Nias. Hasil pelaksanaan dari pendampingan bahwa program pendampingan berhasil meningkatkan kapasitas guru secara signifikan dalam menyusun dan menerapkan pembelajaran berdiferensiasi. Hal ini terbukti dari kenaikan rata-rata pengetahuan guru sebesar 104-126%, produksi 90 set RPP berkualitas, dan transformasi KKG menjadi komunitas praktik yang efektif. Observasi kelas menunjukkan peningkatan drastis praktik pembelajaran, seperti variasi metode (+192%) dan diferensiasi aktivitas (+738%). Guru juga mengalami peningkatan efikasi diri hingga 81%. Program berhasil mengintegrasikan kearifan lokal Nias ke dalam 100% perangkat yang dikembangkan. Dampak awal terlihat pada peningkatan partisipasi siswa (82%) dan penyempitan kesenjangan hasil belajar. Keberlanjutan program ditopang oleh adopsi model di 10 sekolah dan komitmen kuat seluruh peserta sebagai agen perubahan.

Kata Kunci: Pendampingan, Pembelajaran Berdiferensiasi, Kualitas Mengajar.





GUIDANCE IN THE DEVELOPMENT OF DIFFERENTIATED LEARNING TOOLS TO IMPROVE THE QUALITY OF TEACHING OF STATE ELEMENTARY SCHOOL TEACHERS IN GIDO DISTRICT, NIAS REGENCY

Abstract

Gido District is characterized by hilly geography with limited accessibility, and the community's primary income comes from the agricultural sector. Socioeconomic diversity and seasonal migration patterns impact student attendance. Of the 245 elementary school teachers, 65% have a bachelor's degree, but only 35% have received brief theoretical training in differentiated learning. The main challenge is teachers' practical skills in designing responsive learning. Research shows a wide variation in student abilities, yet 85% of teachers still use a one-size-fits-all approach. The teacher competency gap is significant, particularly in learning needs analysis, content design, and adaptive assessment. Teacher Working Groups (KKG) are ineffective, focusing more on administrative tasks. Implementation of the Independent Curriculum and differentiated learning is still limited (in 20% of elementary schools). Consequently, student learning outcomes are below the provincial average. An urgent need is to improve teachers' practical capacity through intensive mentoring, the development of contextual models, and the revitalization of KKGs by involving local wisdom and resources. The implementation method in this mentoring activity applies the Participatory Action Research (PAR) Program with the philosophy of "from teachers, by teachers, for teachers", facilitated by the service team. It is implemented in three phases over 6 months with an iterative improvement cycle: (1) Preparation Phase (Month 1): Identification of needs and development of contextual modules. (2) Implementation Phase (Months 2-4): Intensive training, direct mentoring in schools, and revitalization of KKG into a community of practice. (3) Strengthening Phase (Months 5-6): Monitoring, refinement, and dissemination of results. The mentoring strategy is adjusted to the teacher's competency level and integrates local wisdom of Nias. The results of the mentoring program significantly improved teachers' capacity in developing and implementing differentiated learning. This was evident in the 104-126% increase in average teacher knowledge, the production of 90 sets of high-quality lesson plans, and the transformation of the Teacher Working Group (KKG) into an effective community of practice. Classroom observations showed a drastic improvement in learning practices, such as method variation (+192%) and activity differentiation (+738%). Teachers also experienced an 81% increase in self-efficacy. The program successfully integrated Nias local wisdom into 100% of the developed tools. Initial impacts were seen in increased student participation (82%) and a narrowing of the learning outcome gap. The program's sustainability is supported by the adoption of the model in 10 schools and the strong commitment of all participants as agents of change.

Keywords: *Mentoring, Differentiated Learning, Teaching Quality.*

INTRODUCTION

Gido District, Nias Regency, is an area with complex geographical characteristics. Most of the area consists of hilly areas with varying accessibility, where 40% of elementary schools are located in areas with limited transportation access (BPS Nias Regency, 2023). These geographical conditions have a significant impact on the distribution of educational resources and teachers' professional development opportunities. Demographically, the people of Gido District have socio-economic diversity





with their main livelihoods in the traditional agricultural sector (55%), plantations (30%), and other informal sectors (Bappeda Nias, 2022). The temporary migration pattern during the planting and harvest seasons also affects student attendance levels, creating its own challenges for learning consistency.

Based on data from the Nias Regency Education Office (2023), of the 245 public elementary school teachers in Gido District, the composition of educational qualifications shows that 65% have S1 education, 30% D4/D3, and 5% are still high school/equivalent. However, professional training data shows that only 35% of teachers have ever attended training on differentiated learning, and even that is theoretical short without ongoing mentoring. Early observations show that although the qualifications are administratively adequate, the practical ability to develop learning tools that are responsive to student diversity is still a major challenge. Research by Siregar (2022) in 10 elementary schools in Nias Regency found that in one class there is an average variation in reading ability that reaches 3-4 different levels. However, 85% of teachers still use a *one-size-fits-all* approach in learning. This situation is exacerbated by several factors: *First*, the limited ability of teachers to conduct accurate diagnostic assessments. Teachers tend to rely on summative assessments rather than formative assessments to understand students' learning profiles (Halawa, 2021). *Second*, the high administrative burden reduces teachers' time to design creative learning. On average, teachers spend 40% of their working time on non-teaching administrative tasks (Gido District Education Supervisory Report, 2023). *Third*, the lack of examples of differentiated learning tools that are contextual to the local culture and resources of Nias.

Based on observations and FGDs with 30 representative teachers from 15 elementary schools in Gido District, competency gaps were identified in several aspects:

Required Competencies	Ideal Conditions	Actual Condition	Gap Rate
Analysis of students' learning needs	Able to use a variety of diagnostic assessment techniques	Relying on subjective observations and previous test scores	Height
Differentiated content design	Can modify material for different skill levels	Use the same materials for all students	Very High
Development of varied learning activities	Design activities according to your interests and learning styles	Dominant lecture method with slight variation	Height
Adaptive assessment preparation	Create assessment instruments that are appropriate to the level of ability	Same questions and assignments for all classes	Height

In addition, the Teacher Working Group (KKG) in Gido District has been structurally formed in each group, but its effectiveness is still limited. According to the records of the Education Area Coordinator (2023), the KKG meeting discussed more administrative issues (85% of the time) than pedagogical development. The academic





supervision system is also not optimal, with a low frequency of supervision (an average of 1 time per semester) and a focus more on the completeness of documents rather than the quality of the learning process (2022 Supervision Report). The implementation of the Independent Curriculum should be the right momentum for strengthening differentiated learning. However, monitoring by the Education Office (2023) shows that only 20% of elementary schools in Gido District have begun to implement the principles of differentiated learning systematically. The main obstacle is the lack of operational understanding of how to translate the principles in everyday learning tools.

Gido District has several potentials that can be integrated in differentiated learning:

- Local wisdom of Nias culture: Folklore, traditions, and community values can be a meaningful learning context
- Natural resources: Agricultural products, traditional handicrafts, and the natural environment can be used as media and learning materials
- Strong social structure: Kinship and mutual cooperation systems can support community-based mentoring programs

Impact of Current Conditions

The current conditions have had several negative impacts:

- In students: Not optimal learning outcomes, with the average UASBN score in Gido District still 15% below the provincial average (North Sumatra Education Office, 2023)
- In teachers: Low levels of job satisfaction and burnout due to undeveloped routines
- On the system: Inability of schools to respond effectively to the diversity of students' learning needs

Urgent Needs

Based on an in-depth analysis, the most urgent needs are:

1. Increasing the practical capacity of teachers in developing differentiated learning tools through intensive mentoring
2. Development of concrete models and examples of learning tools appropriate to the local context
3. Strengthening the support system through the revitalization of the KKG as a professional practice community
4. Development of an ongoing internal mentoring system

Strategic Opportunities and Recommendations

A differentiated learning tool development assistance program has a high chance of success if:

- Conducted with a participatory and contextual approach
- Involve all stakeholders (teachers, principals, supervisors, school committees)
- Using local resources as learning media and contexts
- Equipped with a strict monitoring and evaluation system.

IMPLEMENTATION METHOD

Implementation Approach and Philosophy





This mentoring program will apply a *Participatory Action Research* (PAR) approach that integrates three main components: *participatory* (active participation of teachers), *action* (real action in the preparation of tools), and *research* (data-based reflection). This approach was chosen because it is appropriate for the context of teacher empowerment and allows adaptation based on local needs (Kemmis & McTaggart, 2014). The philosophy of implementation refers to the principle of "from the teacher, by the teacher, to the teacher" with the service team as a facilitator and catalyst for change. The program is designed in three main phases over 6 months, with a *cycle of improvement* that allows for continuous improvement. Each phase is supported by intensive coaching and mentoring mechanisms to ensure effective knowledge transfer.

Stages of Program Implementation

Phase 1: Preparation and Initial Assessment (Month 1)

Identify Specific Needs

- *Need Assessment Workshop*: Held a meeting with 30 core teachers representing 15 elementary schools in Gido District to identify specific needs based on subjects and grade levels.
- *Document Analysis*: Reviewed 45 samples of existing RPPs from various schools to map the gap pattern (Zulfikar et al., 2021).
- *Class Observation*: Conducted learning observations in 9 sample schools (3 schools in the easy, medium, and difficult to access categories) to understand the real context.

Preparation of Materials and Assistance Tools

- *Development of Contextual Modules*: Develop a guide module for the preparation of differentiated learning tools that integrate Nias local wisdom, with examples from the context of Gido students' lives.
- *Adaptive Template Setup*: Create RPP, LKPD, and assessment instrument templates that can be modified according to the teacher's needs.
- *Development of Differentiation Question Bank*: Compile sample questions with varying levels of difficulty for the main subject.

Phase 2: Implementation and Intensive Mentoring (2-4 months)

Workshop-Based Core Training

- *Workshop 1: Basic Concepts and Diagnostic Assessment (3 days)*
 - a) *Material*: Differentiated learning philosophy according to Tomlinson (2014)
 - b) *Practice*: Simple diagnostic assessment techniques (observation, brief interview, short test)
 - c) *Output*: A map of the learning profiles of students in their respective classes
- *Workshop 2: Differentiated Learning Design (4 days)*
 - a) *Material*: Differentiation of content, processes, and products (Subban, 2006)
 - b) *Practice*: Preparation of lesson plans differentiates for one specific topic
 - c) *Simulation*: Microteaching with a differentiated approach
- *Workshop 3: Media Development and Assessment (3 days)*
 - a) *Material*: Locally-based simple media development
 - b) *Practice*: Creation of a variable LKPD and an adaptive assessment rubric
 - c) *Integration*: Linking to the school's operational curriculum

On-site and In-class Support

- *Scheduled School Visit*: The service team visits 15 elementary schools in turn with a pattern of once every 2 weeks for each school.
- *Individual Coaching*: Provide specific feedback on the draft learning tools prepared





by the teacher.

- Modeling Teaching: Demonstration of teaching with differentiated devices in a real classroom.
- Peer Observation: Organizing observations between teachers in one school group.

Community of Practice Development (PLC)

- KKG Revitalization: Changing the structure of KKG meetings into a Professional Learning Community with a fixed agenda:
 - a) *Session 1*: Sharing good practices and challenges
 - b) *Session 2*: Peer review of learning tools
 - c) *Session 3*: Collective problem solving
- Formation of Master Teachers: Train 15 potential teachers to become PLC leaders in each school.

Phase 3: Strengthening and Sustainability (Months 5-6)

Formative Monitoring and Evaluation

- Portfolio Assessment: Each teacher compiles a portfolio that contains:
 - a) 3 sets of fully differentiated lesson plans
 - b) Examples of variable LKPDs
 - c) Diagnostic and formative assessment results
 - d) Reflection on learning implementation
- *Scalable Classroom Observation*: Using specialized observation instruments to assess implementation (an adaptation of *the Classroom Observation Protocol for Undergraduate STEM, COPUS*).

Workshop on Improvement and Dissemination

- Reflection Workshop: Gathering all participants to review the implementation results
- Compilation of a Practical Handbook: Compiling the best tools into a contextual guidebook of Gido District
- *Exhibition Day*: Exhibition and presentation of the results of learning tools at the sub-district level

Strengthening Support Systems

- Training for Principals: Dedicated workshops on academic supervision that support differentiated learning
- Preparation of Supervision Guidelines: Develop supervision instruments that focus on differentiation quality
- Tiered Mentoring System: Designing an internal school mentoring system (senior teachers accompany juniors)

Applied Mentoring Strategies

Differentiated Coaching Approach

Mentoring will be adjusted to the teacher's competency level using the GRROW (*Goal, Reality, Resources, Options, Will*) model which is modified for the educational context (Whitmore, 2017). Teachers will be categorized into three levels:

- Basic Level: Intensive mentoring with concrete examples
- Intermediate Level: Facilitation of self-development
- Advanced Level: Giving innovation challenges

Collaborative Mentoring Techniques

- *Adaptive Lesson Study*: Adapting Japanese *lesson study models* to local contexts (Fernandez & Yoshida, 2004)
- Co-teaching: A team of teachers in the classroom
- *Video-based Reflection*: Recording and analyzing learning for reflection

A Responsive Culture Approach





- *Integration of Local Wisdom*: Integrating elements of Nias culture in learning examples
- *Contextualized Examples*: Using the context of Gido's students' daily lives in the material
- *Accessible Language*: Use easy-to-understand Indonesian with local terms when needed

Monitoring and Evaluation Mechanism

Process Monitoring

- *Mentoring Logbook*: Documentation of each mentoring activity
- *Weekly Reflection Journal*: Reflective notes from participating teachers
- *Progress Chart*: Monitoring the progress of device setup

Evaluation of Results

- *Pre-test and Post-test*: Measure improvement in conceptual knowledge
- *Product Assessment*: Quality assessment of learning tools using rubrics
- *Classroom Implementation Score*: Classroom implementation observation score

Impact Evaluation

- *Student Learning Outcome*: Analysis of improving student learning outcomes
- *Teacher Self-efficacy Scale*: A scale of teacher self-efficacy before and after the program

IMPLEMENTATION RESULTS

Phase 1 Implementation Results: Preparation and Initial Assessment

Identify Specific Needs

The Need Assessment Workshop attended by 32 teachers from 15 elementary schools resulted in a mapping of priority needs:

- 85% of participants identified key difficulties in differentiating content for different levels of student ability
- 72% of teachers need practical guidance in rapid diagnostic assessments
- Analysis of 45 existing RPPs showed a homogeneous pattern: 92% of RPPs used the same approach for all students, only 8% showed simple differentiation attempts (in the form of different questions for remedial)
- Classroom observations in 9 schools confirmed the findings: learning activities were dominated by lecture methods (78% of learning time), with limited interaction and uniform assignments

Development of Contextual Materials

The team managed to compile:

- A Guide Module for the Preparation of Differentiated Tools that integrates 12 contextual examples using local Nias wisdom (the folklore of the "Seven Dragons", the cultivation system of fields, traditional carving motifs)
- Adaptive lesson plan template with integrated assessment rubrics that can be used for all subjects
- Differentiation question banks for Mathematics, Bahasa Indonesia, and Science with 3 levels of difficulty using local contexts (e.g.: counting sweet potato harvests, reading stories about Folau Hada, recognizing mixed garden ecosystems)

Phase 2 Implementation Results: Implementation and Intensive Assistance

Core Training Outcomes

The attendance rate reached 94% of the target of 30 participants. The results of the pre-test and post-test showed a significant improvement:

Knowledge Aspect	Average	Post-test	Improvement
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	Pre-test	average	
Basic concept of differentiation	42%	86%	104%
Diagnostic assessment techniques	38%	82%	116%
Varied learning design	35%	79%	126%

Workshop Output 1:30 a map of student learning profiles showing the variation in abilities in each class. For example, in Class IV of SDN 071234 Gido, 5 levels of reading ability were found in one class.

Workshop Output 2: Each teacher produces 2 complete differentiated lesson plan drafts demonstrating abilities in:

- Modify learning objectives for 3 skill levels (67% of teachers succeed)
- Designing different activities for different groups (58% of teachers succeed)
- Compiling LKPD varies (52% of teachers succeed)

Workshop Output 3: Collected 45 examples of locally-based learning media and 90 sets of formative assessment instruments of different levels.

Results of On-site Assistance

Of the 60 scheduled school visits:

- *Individual coaching* was provided to 145 teachers (including interested non-participant teachers)
- Modeling teaching was carried out in 27 classes with high success rates based on student responses
- *Peer observation* was carried out in 12 schools with 48 observation sessions

The mentoring logbook data shows the evolution of competencies:

"On the first visit, Mrs. Saronaya had difficulty distinguishing questions for different levels. After the third mentoring, he was able to create 3 variants of the LKPD for the same topic with the relevant local context." (Companion Note, March 15, 2025)

The transformation of the KKG into PLC15 KKG has been successfully revitalized with a fixed agenda. There has been an improvement in the quality of meetings:

- Good practice sharing increased from 15% to 65% of meeting time
- 15 *master teachers* were formed who were able to facilitate pedagogical discussions
- 180 examples of learning tools from *peer review* in PLC forum

Phase 3 Implementation Results: Strengthening and *Sustainability*

Portfolio and Final Product All participants (30 teachers) successfully completed a portfolio containing:

- 90 sets of fully differentiated lesson plans (an average of 3 sets per teacher) with improved quality based on the assessment rubric:
 - a) Best Category: 35%
 - b) Category Good: 45%
 - c) Fair Category: 20%
- 135 examples of varied LKPD with local cultural integration
- 270 diagnostic and formative assessment results that show an understanding of the student's learning profile
- Reflection journals that show the development of teachers' pedagogical thinking

Classroom Observation Results Observations using COPUS adaptation instruments showed significant improvements in learning practices:

Learning Practice Indicators	Pre-program	Post-program	Changes
Variety of teaching methods	1.2 Methods/Encounters	3.5 Methods/Encounters	+192%





Use of formative assessments	15% teachers	78% teachers	+420%
Differentiation of activity	8% of classes	67% of classes	+738%
Individual teacher-student interaction	12 minutes/hour	28 minutes/hour	+133%

Product Dissemination

- The Practical Handbook "Gido-Style Differentiation" contains 45 of the best examples of learning tools
- *Exhibition Day* was attended by 120 people (teachers, principals, supervisors, committees) with presentations from 8 of the best teachers
- The digital portal contains 120 learning resources accessible to 85% of teachers in Gido District

Strengthening Support Systems

- The principal training was attended by 12 out of 15 elementary school principals
- Academic supervision guidelines adopted by 10 schools
- A tiered mentoring system was formed in 8 schools with a senior-young teacher pattern

Program Impact Evaluation Results

Teacher Self-efficacy Improvement The teacher self-efficacy scale (adapted from Tschannen-Moran & Hoy, 2001) shows a significant improvement:

Dimensions of Self-Efficacy	Initial Average Score	Final Average Score	Improvement
Ability to manage learning	2.8/5	4.1/5	46%
Beliefs affect learning outcomes	2.5/5	3.9/5	56%
Adaptability to diversity	2.1/5	3.8/5	81%

Participant testimonials:

"I used to doubt that I could manage classes with different activities. Now I have a concrete strategy and am confident in implementing it." (Mrs. K. Zebua, Grade V Teacher of SDN 071245)

Impact on Student Learning Outcomes

Preliminary analysis of 450 students in the participant class showed:

- Increased student engagement: 82% of students show increased active participation
- Gap reduction: The difference between the highs and lows narrowed from 45 points to 28 points
- Increase in formative outcomes: Average quiz scores increased by 22% compared to the period before the program

Learning Culture Transformation

- Shift from teaching to learning: 73% of teachers report a paradigm shift
- Collaboration increased: Resource sharing between teachers increased by 300%
- Local ownership: 100% devices developed using the Nias local context

Participatory Achievement and Sustainability

Active Stakeholder Participation

Successful programs involve:

- 32 core teachers as active participants
- 45 additional teachers in mentoring activities
- 12 principals in training and implementation





- 8 School Supervisors in Monitoring Sustainability Indicators
- Institutionalization: 10 schools allocate APBS funds for sustainable development
- Replication: 5 non-participating schools begin to adopt the model independently
- Commitment: 100% of participants are willing to be agents of change in their respective schools

Lesson Learned

- The PAR approach is effective for the Gido context because it allows for real-time adaptation
- *Intensive coaching* is more effective than one-way training
- Integration of local cultures increases relevance and adoption
- The support of the principal is a critical factor in success

Challenges and Recommendations

Challenges Faced

- Limited teachers' time due to administrative burden
- The wide variety of teacher abilities requires a different approach
- Remote school accessibility hinders intensive mentoring

Recommendations

- *Institutional support*: Integration of programs in the work programs of the Education Office
- Supporting technologies: Development of digital platforms for remote schools
- Advanced mentoring: *Second-year follow-up* program with a different focus

CONCLUSION

This mentoring program has reached 93% of the set performance indicator targets. The Participatory Action Research approach has proven to be effective in creating sustainable change. Increasing teachers' capacity in developing differentiated learning tools has been followed by changes in teaching practices that are more responsive to student diversity. The biggest success was the transformation of the KKG into an independent and sustainable professional learning community. The program has proven that with an appropriate, contextual, and participatory approach, improving the quality of teaching in areas such as Gido District can be achieved. This model of "from teacher, by teacher, to teacher" model with intensive mentoring is worthy of replication in other areas with similar characteristics.

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