

ABSTRAK

Jauharoh. Azzahra Sahiba. 2025 Pengaruh Penggunaan Strategi Pembelajaran Diferensiasi Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Ips Kelas IV Di Sekolah Dasar. Program Studi Pendidikan Guru Sekolah Dasar. Fakultas Keguruan Ilmu Pendidikan. Universitas Islam Balitar, Pembimbing: (1) Eva Nurul Malahayati, M.Pd., (2) Dian Puspita Anggraini, M.Si.

Kata Kunci: Strategi Diferensiasi, hasil belajar siswa

Adanya kebutuhan untuk menciptakan pembelajaran yang mampu menyesuaikan dengan keragaman kemampuan, gaya belajar, dan minat siswa mendorong pentingnya penerapan strategi pembelajaran diferensiasi. Strategi ini dipandang sebagai pendekatan yang tepat untuk mengoptimalkan hasil belajar, khususnya pada mata pelajaran IPAS di kelas IV sekolah dasar. Tujuan utama dari penelitian adalah mengetahui sejauh mana strategi pembelajaran diferensiasi berpengaruh terhadap hasil belajar siswa dibandingkan dengan pembelajaran konvensional.

Metode yang digunakan adalah kuantitatif dengan desain Nonequivalent Control Group Design. Subjek penelitian terdiri atas 54 siswa yang dibagi ke dalam kelas eksperimen dan kelas kontrol. Instrumen berupa pretest dan posttest digunakan untuk mengukur hasil belajar. Sebelum pengujian hipotesis, dilakukan uji normalitas dengan Shapiro-Wilk dan uji homogenitas varians dengan Levene's Test. Hasil keduanya menunjukkan data berdistribusi normal dan homogen, sehingga memenuhi syarat untuk dilanjutkan ke analisis parametrik menggunakan uji ANOVA.

Hasil uji statistik menunjukkan pada nilai pretest tidak terdapat perbedaan signifikan antara kelas eksperimen dan kontrol ($F = 0,964$; $\text{Sig.} = 0,331 > 0,05$), sehingga kondisi awal kedua kelompok relatif sama. Namun pada nilai posttest diperoleh hasil $F = 7,680$ dengan $\text{Sig.} = 0,008 < 0,05$ (F hitung $> F$ tabel), yang berarti hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Dengan demikian, strategi pembelajaran diferensiasi terbukti

berpengaruh positif dan signifikan dalam meningkatkan hasil belajar siswa kelas IV pada mata pelajaran IPAS dibandingkan dengan pembelajaran konvensional.

ABSTRACT

Jauharoh, Azzahra Sahiba. 2025. *The Effect of Using Differentiated Instruction Strategy on Students' Learning Outcomes in the Social Studies (IPAS) Subject for Grade IV Elementary School*. Elementary School Teacher Education Study Program. Faculty of Teacher Training and Education. Universitas Islam Balitar. Supervisors: (1) Eva Nurul Malahayati, M.Pd., (2) Dian Puspita Anggraini, M.Si.

Keywords: Differentiated Strategy, Students' Learning Outcomes

The need to create learning that adapts to the diversity of students' abilities, learning styles, and interests highlights the importance of implementing differentiated instruction strategies. This strategy is considered an appropriate approach to optimize learning outcomes, especially in the Social Sciences (IPAS) subject for 4th-grade elementary students. The primary objective of the study is to determine the extent to which differentiated instruction strategies affect students' learning outcomes compared to conventional learning.

The method used is quantitative with a Nonequivalent Control Group Design. The research subjects consisted of 54 students divided into an experimental class and a control class. Instruments in the form of pretests and posttests were used to measure learning outcomes. Before hypothesis testing, the Shapiro-Wilk normality test and Levene's Test for variance homogeneity were conducted. The results of both tests showed that the data were normally distributed and homogeneous, thereby meeting the requirements to proceed with parametric analysis using the ANOVA test.

Statistical test results showed that for the pretest scores, there was no significant difference between the experimental and control classes ($F = 0.964$; $\text{Sig.} = 0.331 > 0.05$), indicating that the initial conditions of both groups were relatively the same. However, for the posttest scores, the result was $F = 7.680$ with $\text{Sig.} = 0.008 < 0.05$ ($F_{\text{calculated}} > F_{\text{table}}$), which means the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was

accepted. Thus, the differentiated instruction strategy proved to have a positive and significant effect on improving learning outcomes of 4th-grade students in the Social Sciences subject compared to conventional learning.