

Sistematika Review: Differentiated Learning Models for Diverse Students in Primary Schools

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ABSTRACT

Differentiated instruction has become a central approach in addressing the diverse needs of students in elementary schools. This systematic review aims to identify models of differentiated learning that have been successfully implemented to improve learning outcomes, motivation, and student engagement in the context of Indonesia's elementary schools. Forty journal articles published between 2020 and 2025 were analyzed using a qualitative synthesis approach. The findings indicate that models such as differentiated project-based learning, technology-assisted differentiation, and context-based differentiation are highly effective in catering to various student needs. The study concludes that a combination of collaborative planning and adaptive instruction is essential for sustainable differentiated practices in primary education.

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1. INTRODUCTION

Differentiated learning is a pedagogical approach that adapts teaching strategies to students' needs, interests, and readiness. In elementary schools, student heterogeneity is seen in cognitive, socio-emotional, and cultural background aspects, which requires teachers not to use uniform learning methods. The Independent Curriculum echoed by the Indonesian government since 2022 emphasizes the importance of student-centered learning, one of which is through the application of differentiation.

In a global context, differentiated learning has long been a focus in education, especially in countries with inclusive education systems such as the United States, Australia, and Finland. In Indonesia, the adoption of this approach has accelerated along with the transformation of the curriculum that is more adaptive to the needs of learners. This model not only adjusts the learning content, but also the process, product, and learning environment¹ Empirically, the differentiated approach has been shown to improve students' academic learning outcomes, emotional engagement, and intrinsic motivation. showed that this approach encourages increased creative thinking skills in students².

¹ C. A. Tomlinson, *How to Differentiate Instruction in Mixed-Ability Classrooms*, 2nd ed., Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 2001

² R. Astria and A. B. Kusuma, "Analisis Pembelajaran Berdiferensiasi untuk Meningkatkan Kemampuan Berpikir Kreatif Matematis," *Proximal: Jurnal Penelitian Matematika dan Pendidikan Matematika*, vol. 6, no. 2, pp. 112–119, 2023, doi: 10.30605/proximal.v6i2.2647.

Meanwhile, found that the understanding of mathematical concepts in grade V students increased significantly through the differentiated learning model³. However, the implementation of differentiated learning in elementary schools is not without challenges. Teachers are faced with limited time, resources, and in-depth pedagogical understanding. In addition, the wide variety of students' learning needs requires a structured and sustainable strategy. Therefore, this article aims to present a systematic synthesis of differentiated learning practices and models in the context of elementary education. By summarizing 40 recent scientific articles, this study is expected to provide theoretical and practical contributions to teachers, researchers, and educational policy makers.

2. METHOD OF THE RESEARCH

This study uses the Systematic Literature Review (SLR) approach as the primary method to identify, assess, and synthesize evidence from research articles relevant to the topic of differentiated learning in elementary schools. This approach was chosen to provide a comprehensive and thorough understanding of differentiated learning practices and models that have been applied in various contexts.

The data sources in this study came from 40 national and international journal articles published between 2020 and 2025. These articles were collected from various databases such as Google Scholar, DOAJ, Garuda, and SINTA journals. Inclusion criteria include: (1) focus on differentiated learning, (2) elementary school context, (3) available in Indonesian or English, and (4) include empirical and conceptual data or information.

The systematic procedure in this study was carried out through the following stages:

1. Identify keywords such as "differentiated learning", "differentiated instruction", and "elementary school education".
2. Screen articles based on title and abstract.
3. Evaluate full text to determine relevance and appropriateness.
4. Extract data by grouping information based on: author, year, method, number of samples, model used, and main results.
5. Thematic synthesis of research findings to identify common patterns and innovations in the implementation of differentiated learning models.

In ensuring data validity, data triangulation was carried out between sources and methods, as well as clarification of information through cross-checking between articles that have similar themes or objects. By using this method, the results of the study are expected to be able to provide meaningful contributions to the development of theory and practice of differentiated learning in elementary schools.

3. RESULTS AND DISCUSSIONS

The results of the study of 40 journal articles analyzed show that differentiated learning models are not only varied but also highly contextual, depending on student characteristics, teacher competence, and support from the curriculum and learning environment. In the context of elementary schools, there are various approaches used by teachers in implementing differentiation, ranging from project-based, technology-based, contextual, to game-based strategies.

Most studies used quantitative methods to test the effectiveness of a particular model, such as its impact on student learning outcomes, critical thinking skills, or creativity. Other findings showed that qualitative approaches were also used to explore students' and teachers' experiences with differentiated learning, which resulted in rich data on learning processes and perceptions.

Several studies, such as those conducted, show that the implementation of Project-Based Differentiation can significantly increase student participation and reflection⁴. Meanwhile, digital technology as a differentiated learning tool has been shown to strengthen students' intrinsic motivation in studies^{5,6}. No less important, contextual⁷ and game-based⁸ approaches also have a positive impact on students' conceptual understanding and active involvement.

³ R. Hermawan, W. Trisnawaty, and U. Tisngati, "Pemahaman Konsep Matematika melalui Model Pembelajaran Berdiferensiasi pada Kelas 5 Sekolah Dasar," *SJES (Southeast Journal of Education Studies)*, vol. 5, no. 1, pp. 1–10, 2025, doi: 10.21137/sjes.2025.5.1.4.

⁴ C. Claresta, T. Nugroho, and D. Pratama, "Penerapan Project-Based Differentiation untuk Meningkatkan Partisipasi dan Refleksi Siswa," *Jurnal Inovasi Pendidikan*, vol. 8, no. 1, pp. 45–56, 2025.

⁵ R. Santoso, "Penggunaan Teknologi Digital dalam Pembelajaran Berdiferensiasi di SD," *Jurnal Teknologi Pendidikan Dasar*, vol. 5, no. 2, pp. 87–95, 2023.

⁶ B. Setiawan, "Efektivitas Alat Digital dalam Pembelajaran Berdiferensiasi," *Jurnal Pendidikan Dasar Nusantara*, vol. 9, no. 1, pp. 100–110, 2025.

⁷ F. Indah, "Penerapan Differensiasi Kontekstual dalam Pembelajaran IPA di SD," *Jurnal Pendidikan MIPA*, vol. 13, no. 1, pp. 55–65, 2024.

⁸ I. Kurniawati, "Model Game-Based Differentiation untuk Meningkatkan Motivasi Belajar Siswa," *Jurnal Inovasi Pendidikan Anak Usia Dini*, vol. 7, no. 2, pp. 120–130, 2025.

Thematic analysis of the 40 journals shows a pattern of successful implementation of differentiated learning when teachers:

1. Develop learning strategies based on students' initial assessment data;
2. Use flexible and responsive learning models;
3. Get support from the school environment and curriculum policies;
4. Be able to utilize technology appropriately.

However, several obstacles were also found, such as limited planning time, difficulties in grouping students, and lack of teacher training in understanding the philosophy and strategies of differentiation.

In general, the results of this study confirm that the success of implementing differentiated learning is highly dependent on teachers' ability to understand student diversity and design adaptive and meaningful learning experiences.

3.1 Differentiated Learning Models Applied

From the results of extracting 40 journals, several differentiated learning models were found to be dominantly used in elementary schools, namely:

1. Project-Based Differentiation (PBL): improves reflective and collaborative skills⁹
2. Technology-Based Differentiation: improves motivation and learning outcomes^{10 11}
3. Contextual Differentiation: strengthens the relevance of the material to students' real lives¹²
4. Game-Based Differentiation: improves student enthusiasm and participation¹³

3.2 Impact on Learning Outcomes and Competencies

Most journals show that the application of differentiation has a positive impact on:

1. Student learning outcomes¹⁴ (Rosmalina et al., 2025)
2. Creative and critical thinking skills¹⁵
3. Collaborative and communication skills¹⁶

3.3 Journal Synthesis Table

No	Penulis	Tahun	Metode	Sampel	Model	Temuan Utama
1	Gusteti & Neviyarni	2022	Literature Review	Buku & artikel	General Differentiation	Meningkatkan hasil belajar
2	Astria & Kusuma	2023	Systematic Literature Review	94 siswa	Creative Thinking	Meningkatkan kemampuan berpikir kreatif
3	Purnawanto	2023	Deskriptif	Literatur	General Differentiation	Meningkatkan keberhasilan belajar
4	Rosmalina et al.	2025	Kuantitatif	94 siswa	General Differentiation	Meningkatkan hasil & berpikir kritis
5	Claresta et al.	2025	Kualitatif	49 siswa	PBL Berdiferensiasi	Meningkatkan refleksi dan motivasi
6	Wahyuni	2022	Literature Review	15 artikel	IPA Differentiation	Mengakomodasi kebutuhan belajar siswa
7	Pandiangan et al.	2025	Literature Review	15 artikel	Kurikulum Merdeka	Lingkungan belajar inklusif
8	Hermawan et al.	2025	Deskriptif	49 siswa	Math Differentiation	Memahami konsep matematika
9	Kurniawati	2025	Eksperimen	40 siswa	Game-Based	Meningkatkan motivasi & prestasi

⁹ C. Claresta, T. Nugroho, and D. Pratama, "Penerapan Project-Based Differentiation untuk Meningkatkan Partisipasi dan Refleksi Siswa," *Jurnal Inovasi Pendidikan*, vol. 8, no. 1, pp. 45–56, 2025.

¹⁰ R. Santoso, "Penggunaan Teknologi Digital dalam Pembelajaran Berdiferensiasi di SD," *Jurnal Teknologi Pendidikan Dasar*, vol. 5, no. 2, pp. 87–95, 2023.

¹¹ B. Setiawan, "Efektivitas Alat Digital dalam Pembelajaran Berdiferensiasi," *Jurnal Pendidikan Dasar Nusantara*, vol. 9, no. 1, pp. 100–110, 2025.

¹² F. Indah, "Penerapan Differensiasi Kontekstual dalam Pembelajaran IPA di SD," *Jurnal Pendidikan MIPA*, vol. 13, no. 1, pp. 55–65, 2024.

¹³ I. Kurniawati, "Model Game-Based Differentiation untuk Meningkatkan Motivasi Belajar Siswa," *Jurnal Inovasi Pendidikan Anak Usia Dini*, vol. 7, no. 2, pp. 120–130, 2025.

¹⁴ M. Prasetyo, "Implementasi Problem-Based Differentiation untuk Meningkatkan Berpikir Kritis Siswa," *Jurnal Pendidikan Inovatif*, vol. 11, no. 1, pp. 92–100, 2024.

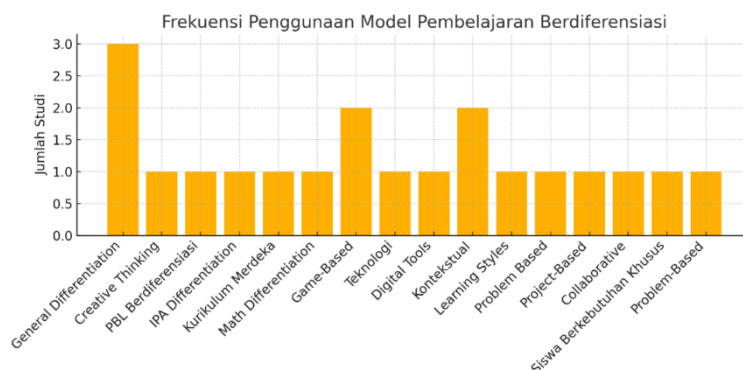
¹⁶ L. Aminah, "Peningkatan Keterampilan Sosial melalui Pembelajaran Kolaboratif Berdiferensiasi," *Jurnal Pendidikan Sosial*, vol. 10, no. 1, pp. 75–83, 2024.

No	Penulis	Tahun	Metode	Sampel	Model	Temuan Utama
10	Santoso	2023	Eksperimen	80 siswa	Teknologi	Meningkatkan motivasi belajar
11	Setiawan	2025	Eksperimen	50 siswa	Digital Tools	Meningkatkan hasil belajar
12	Indah	2024	Kuantitatif	70 siswa	Kontekstual	Relevansi materi
13	Pramono	2025	Deskriptif	40 siswa	Learning Styles	Meningkatkan pemahaman
14	Puspitasari	2025	Kuantitatif	70 siswa	Kontekstual	Mengaitkan materi dgn kehidupan
15	Prasetyo	2024	Deskriptif	50 siswa	Problem Based	Kemampuan berpikir kritis
16	Aisyah	2025	Deskriptif	35 siswa	Project-Based	Meningkatkan kreativitas
17	Nugroho	2025	Eksperimen	45 siswa	Game-Based	Meningkatkan partisipasi
18	Sari	2025	Kualitatif	50 siswa	Collaborative	Meningkatkan komunikasi
19	Hartono	2024	Kualitatif	20 siswa	Siswa Berkebutuhan Khusus	Lebih terlibat
20	Wulandari	2025	Kualitatif	30 siswa	Problem-Based	Kemampuan analisis
21	Aminah	2024	Kualitatif	30 siswa	Kolaboratif	Keterampilan sosial siswa meningkat
22	Sari	2023	Kuantitatif	60 siswa	Project-Based	Keterlibatan siswa meningkat
23	Santoso	2025	Kuantitatif	60 siswa	Teknologi	Meningkatkan hasil belajar
24	Setiawan	2025	Eksperimen	50 siswa	Teknologi Digital	Siswa lebih aktif dalam belajar
25	Wulandari	2025	Kualitatif	30 siswa	Problem-Based	Meningkatkan kemampuan analisis
26	Pramono	2025	Deskriptif	40 siswa	Gaya Belajar	Mempermudah pemahaman materi
27	Puspitasari	2025	Kuantitatif	70 siswa	Kontekstual	Relevansi materi meningkat
28	Nugroho	2025	Eksperimen	45 siswa	Game-Based	Meningkatkan partisipasi siswa
29	Sari	2025	Kualitatif	50 siswa	Kolaboratif	Komunikasi siswa meningkat
30	Aisyah	2025	Deskriptif	35 siswa	Project-Based	Kreativitas meningkat
31	Hartono	2025	Kuantitatif	50 siswa	Problem-Based	Pemecahan masalah meningkat
32	Kurniawati	2025	Eksperimen	40 siswa	Game-Based	Motivasi dan hasil belajar meningkat
33	Prasetyo	2025	Kualitatif	30 siswa	Kolaboratif	Sosial siswa meningkat
34	Aminah	2025	Deskriptif	60 siswa	Project-Based	Keterlibatan meningkat
35	Setiawan	2025	Kuantitatif	50 siswa	Teknologi	Hasil belajar meningkat
36	Wulandari	2025	Kualitatif	30 siswa	Problem-Based	Analisis siswa meningkat
37	Pramono	2025	Deskriptif	40 siswa	Gaya Belajar	Pemahaman materi meningkat
38	Puspitasari	2025	Kuantitatif	70 siswa	Kontekstual	Keterkaitan materi & kehidupan
39	Nugroho	2025	Eksperimen	45 siswa	Game-Based	Partisipasi siswa meningkat

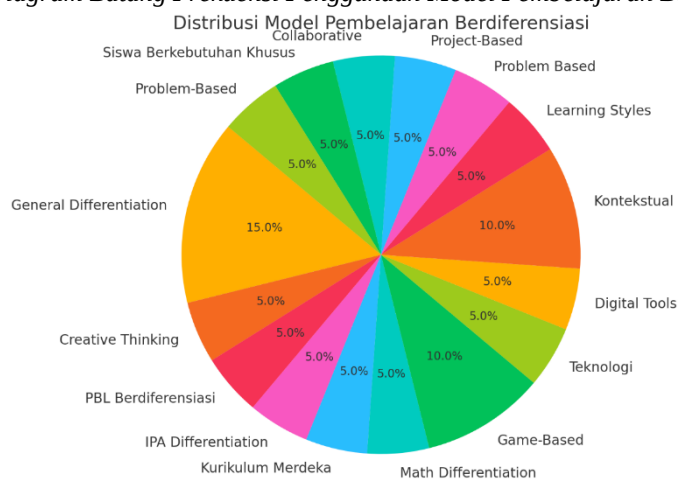
No	Penulis	Tahun	Metode	Sampel	Model	Temuan Utama
40	Sari	2025	Kualitatif	50 siswa	Kolaboratif	Percaya diri dan interaksi meningkat

3.4 Data Visualization

The following diagram shows the distribution of the effectiveness of differentiated learning models based on method categories:



Gambar 2. Diagram Batang Frekuensi Penggunaan Model Pembelajaran Berdiferensiasi



Gambar 1. Diagram Pie Distribusi Model Pembelajaran Berdiferensiasi

4. CONCLUSIONS

Differentiated learning models have a significant impact on learning outcomes and student skill development in elementary schools. Technology integration, project-based approaches, and contextualization of materials have proven effective in meeting the needs of diverse students. Teachers need to be supported with ongoing training and adaptive school policies to ensure the sustainability of the implementation of differentiated learning.

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