



Understanding Social Structure and Social Relations in Differentiated Learning in Driving School Programs

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Abstract

The purpose of this study was to determine the social structure and social relations in differentiated learning and to find out the obstacles in the preparation of student learning profiles in the driving school program. This is one of the interesting things to study because the driving school program is a new program and uses the principle of differentiated learning. This study uses qualitative methods with data collection techniques using interview, documentation and observation techniques. Informants in this study were principals, teachers, students and parents. Based on the results of the study, it can be seen that the social structure of the community is mostly underprivileged families and the education of parents is mostly elementary school graduates. The social relations of students from the research results can be seen from student relations both at school and at home. The obstacles in the implementation of the preparation of student learning profiles are the ability of teachers to identify the needs of students is limited, parents are not able to understand the condition of students such as the physical condition of students who encourage students to use aids in the learning process. Another obstacle faced is the lack of implementation of interest aptitude tests to identify problems faced by students, students' academic abilities, and students' potential in various fields. On the other hand, the student learning profile instrument demands complex identification from both teachers and parents.

Keywords: Social Structure, Social Relations, Differentiation, Sekolah Penggerak

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui struktur sosial dan relasi sosial dalam pembelajaran berdiferensiasi dan mengetahui hambatan dalam penyusunan profil belajar siswa pada program sekolah penggerak. Hal ini menjadi salah satu hal yang menarik untuk diteliti karena program sekolah penggerak merupakan program baru dan menggunakan prinsip pembelajaran berdiferensiasi. Penelitian ini menggunakan metode kualitatif dengan teknik pengumpulan data menggunakan teknik wawancara, dokumentasi dan observasi. Informan dalam penelitian ini adalah kepala sekolah, guru, siswa dan orang tua. Berdasarkan hasil penelitian dapat diketahui bahwa struktur sosial masyarakat sebagian besar merupakan keluarga yang kurang mampu dan pendidikan orang tua paling banyak adalah lulusan SD. Relasi sosial siswa dari hasil penelitian dapat diketahui dari relasi siswa baik di sekolah maupun di rumah. Adapun hambatan dalam pelaksanaan penyusunan profil belajar siswa adalah kemampuan guru dalam mengidentifikasi kebutuhan siswa terbatas, orang tua tidak mampu memahami kondisi siswa seperti keadaan fisik siswa yang mendorong siswa harus menggunakan alat bantu dalam proses pembelajaran. Hambatan lain yang dihadapi adalah belum terlaksananya tes bakat minat untuk mengidentifikasi permasalahan yang dihadapi siswa, kemampuan akademik siswa, serta potensi siswa dalam berbagai bidang. Di sisi lain instrumen profil belajar siswa menuntut identifikasi yang kompleks dari guru maupun orang tua.

Kata kunci: Struktur Sosial, Relasi Sosial, Berdiferensiasi, Sekolah Penggerak

A. Introduction

Learning should be able to accommodate the needs of students, so that the quality of learning can be improved. The most difficult thing for teachers to do, of course, is to identify the needs of students in learning, this requires teachers to be able to identify students from the talents, interests and abilities of students at the beginning of the learning process.

The implementation of differentiated learning basically must also understand the social structure and social relations of students in the classroom. This is of course related to the diagnostic assessment that the teacher must understand about the student's background, what is the underlying social structure of the student. By understanding the social structure and social relations of students, it will be easier to carry out differentiated learning.

Differentiated learning is learning that prioritizes the potential and characteristics of students. Differentiated learning prioritizes individual student abilities that are truly in accordance with their respective conditions. In differentiated learning, it is important to prioritize that every child cannot be considered the same because each child has individual differences. Differentiated learning is considered important to be carried out because every child is a unique person and must optimize all his potential. Differentiated learning cannot be done by providing the same learning for all students. Learning will run optimally if we are able to optimize the potential that exists in students (Astuti 2021).

Differentiated learning in principle is learning that pays attention to the characteristics, interests, readiness, and learning profiles of students. (Marlina, Efrina, 2020). Teachers are required to have a thorough understanding of the student's learning needs and also the student's learning environment, including how social structures and social relations build the student's learning environment.

In the implementation of differentiated learning, its success is not only determined by the ability of the teacher but also requires the principal's understanding in providing understanding to the teacher. This is in accordance with the results of research in international journals, Principals with a deep understanding of differentiation actively promote teachers' differentiation in classrooms and are more effective in bringing substantive changes in teachers' practices (Chandra Handa 2019)).

Teachers' understanding of social structures and social relations will also make it easier to understand the involvement of parents and the community. Parental involvement in their children's education is widely accepted as significant in supporting student learning in schools (Daniel, Doyle, and Kaesehagen 2021).

Curriculum changes are very important to do. This is based on several reasons, mainly related to the development of community needs, the development of science and technology and the development of society. Curriculum development generally starts with fundamental conceptual changes followed by structural changes to the curriculum. Curriculum development can be said to be comprehensive if it is able to cover changes to all curriculum components.

Seeing the need for curriculum development, the Ministry of Education and Culture created a new program aimed at responding to various challenges and developing student-centered education. The program that was created was the Activator school program. The Motivating School Program as a model for quality education units is a program of the Ministry of Education and Culture in order to improve educational outcomes and improve the quality of education. Ministerial Decree No. 162 of 2021 becomes the legal basis for implementing the driving school program. Article 31 of the 1945 Constitution of the Unitary State of the Republic of Indonesia states that every citizen has the right to receive quality education.

In the School program the curriculum used is the new paradigm curriculum, which is to realize the vision of Indonesian Education in realizing an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila Students. In implementing the curriculum, the paradigm that needs to be understood is the implementation of learning that uses differentiated learning. This sees the learning needs, student abilities, talents, interests and learning environment of different students so that adjustments are needed in the implementation of learning that is tailored to the characteristics of each student.

In carrying out differentiated learning, the thing that must be prepared is the preparation of student learning profiles that contain various things about the condition of students and the state of the family and community environment. The ability of teachers to understand the condition of students, social structures and social relations that exist in society. This is important to understand because in differentiated learning, teachers must also look at the overall profile of students and also the state of society which is what determines student learning needs. Based on the results of initial observations at the research location, namely at SD Negeri Rembes 01, Semarang Regency, it can be seen that teachers have been able to compile student learning profiles but have not been able to assess overall in looking at various things in the student learning profile instrument which not only assesses students' initial abilities, student learning needs, but must also include an understanding of social structure, social relations or even social problems that occur.

Seeing this background, researchers are interested in researching how to understand social structure and social relations in differentiated learning in the Motivating School program at SD Negeri Rembes 01, Semarang Regency, which is one of the Motivating Schools in Semarang Regency. The purpose of this study was to determine the social structure and social relations in differentiated learning and to determine the obstacles in the preparation of student learning profiles. The method in this study uses a qualitative method. Qualitative research is a research method in which the data collected and the analysis is more qualitative (Lisa Nopilda 2018).

Qualitative research basically collects data other than data other than numbers. The data collected is not numbers. Qualitative research data comes from interviews, field notes, and documents (Martanti 2018). The use of qualitative research methods is based on one reason that the formulation of the problem in this study would be more appropriate when using qualitative research methods. The data collection techniques in this study were documentation, interviews and observations. The informants in this study were teachers, school principals and expert trainers for driving schools. The selection of these informants was based on one reason that teachers, school principals and expert trainers really understood the implementation of the curriculum and who understood the implementation of differentiated learning best.

B. Discussion

Differentiated learning is learning that pays attention to the characteristics of students and their potential. This differentiated learning will be able to pay attention to the characteristics of interest, readiness, and learning profile needed by students. Student centered approaches, among others, may arguably include educators deciding for the learner what is needed, such as student-centered curriculum, instruction, assessment, and other learning support (Chandra Handa 2019). Thus it can be understood that learning must be carried out student-centered and based on what students need, both instruction, assessment and other learning support.

In practice, it is not easy to carry out differentiated learning, as the results of interviews with the Principal at SD Negeri 01 Rembes also revealed that teachers still

have difficulty being able to compose a comprehensive student learning profile. In addition to having to understand the identification of functional difficulties, both in terms of difficulties in hearing, vision, gross motor, fine motor, difficulty speaking, thinking, reading, behavior/socialization, emotional control and the need for special aids in learning. Teachers must also identify social structures and social relations or even social problems that occur. As is apparent here differentiation is a complex concept, not easy to shift from policy to classroom context, and perhaps requires more careful explication at policy level and more support for teachers to enact (Mills et al. 2014). Thus it can be understood that differentiated learning is a complex concept because it involves complex matters and is not easy to shift from policy to classroom context, and may require more careful explanation at the policy level and more support for teachers to implement it.

Basically, the implementation of differentiated learning is done to maximize student involvement. This is in accordance with what Jansen said that differentiation skills are targeted for individuals or small groups in order to maximize student engagement and achievement (Chandra Handa 2019).

Informants in this study were principals, teachers, students and parents. the selection of informants is based on the reasons for the informants who best understand the problem under study. The student learning profile basically contains various things that must be identified before the implementation of learning is carried out. The contents of the student learning profile instrument must include identification of functional difficulties that can be seen from hearing, vision, gross motoric, fine motoric. Identification of difficulties is also related to speaking, thinking, reading, behavior/socialization, and emotional control. The learning profile also examines the need for special aids, including the need for glasses, hearing aids, wheelchairs, crutches/canes and Braille writing utensils. The learning profile must also identify the movement of students in the school environment, the strengths/potentials/ability of students both in the field of sports, potential in the arts, language and literature, technology, other personalities/characters. The need for assistance in schools/madrasahs also needs to be described in the student learning profile. Other information about students both from the school environment, home environment (coming from families

with weak, medium or high economics), daily life at home or at school are also important things that must be stated in the preparation of student learning profiles.

Existing social relations must also be described to see student learning profiles, for example, their relationships with friends in class, at home and even their relationship with the surrounding environment also need to be known by the teacher. In the school environment the teacher must be able to identify the condition of students when at school, how students can get along with their friends, have difficulty communicating with friends, are often disturbed by friends or are often punished, must also be identified properly by the teacher, thus understanding the relationship between students who exist in the school environment. Students' relationships in the home environment must also be considered, for example whether students come from harmonious families or not, students help their parents work and students live with anyone in the home environment. By paying attention to these various conditions, it will be easier to know the overall needs that students must understand in learning.

Table 1. Student Social Structure

Informant	Parent's Education	Parent's Job	Type Of Stay	Economic Group
1.	SD / equivalent	Farmer	With parents	Poor/vulnerable poor family
2.	SMP / equivalent	Entrepreneur	With parents	Holder PKH/KPS/KKS
3.	SMP / equivalent	Entrepreneur	With parents	Poor /vulnerable poor family
4.	SD / equivalent	Private sector employee	With parents	Poor/vulnerable poor family
5.	SMP / equivalent	Private sector employee	With parents	Poor/vulnerable poor family
6.	SD / equivalent	Farmer	With parents	Poor/vulnerable poor family
7.	SMP / equivalent	Laborer	With parents	Poor/vulnerable poor family
8.	SD / equivalent	Entrepreneur	With parents	Poor/vulnerable poor family
9.	SD / equivalent	Farmer	With parents	Poor/vulnerable poor family

10.	SD / equivalent	Farmer	With parents	Poor/vulnerable poor family
11.	SD / equivalent	Private sector employee	With parents	Poor/vulnerable poor family
12.	SD / equivalent	Entrepreneur	With parents	Poor/vulnerable poor family
13.	SMA / equivalent	Private sector employee	With parents	Poor/vulnerable poor family
14.	SMA / equivalent	Entrepreneur	With parents	Poor/vulnerable poor family
15.	SMA / equivalent	Private sector employee	With parents	Poor/vulnerable poor family
16.	SD / equivalent	Private sector employee	With parents	affluent family
17.	SMP / equivalent	Entrepreneur	With parents	Poor/vulnerable poor family
18.	SD / equivalent	Private sector employee	With parents	Poor/vulnerable poor family
19.	SMP / equivalent	Entrepreneur	With parents	Poor/vulnerable poor family
20.	SD / equivalent	Laborer	With parents	Poor/vulnerable poor family
21.	SD / equivalent	Laborer	With parents	Poor/vulnerable poor family

Based on Table 1, it can be seen that most of the students are students from poor families, so that student learning equipment is also limited and is in a family environment, most of which are private sector employees with not too large an income. All students live with parents, but to pay attention to learning needs and student learning assistance is also lacking. This is because parents' academic abilities are also limited, most of their parents' education is only graduates SD/equivalent.

Thus, learning assistance cannot be maximized. This is also in accordance with the teacher's statement that parental learning assistance is also limited in addition to parents spending most of their time working and parental education will certainly affect student learning assistance, especially when studying at home. Seeing these conditions, the teacher's role in providing learning is very necessary, especially in providing explanations that can be understood optimally by students. This is because the assistance provided by parents in learning is limited and of course the level of education of parents

will also affect the ability of parents to accompany their children when studying. Parents who have a high level of education will certainly find it easier to provide explanations or accompany their children in doing assignments, while parents with low education will certainly have many obstacles in accompanying their children while studying.

In compiling student learning profiles in the driving school curriculum, apart from paying attention to the social structure, it is also necessary to look at the social relations of students which are reflected in their relationships at school, their daily life at school and their activities while at home. Relationships or relations can be understood as relationships between people. Relationships or social relationships are also defined as the result of systematic interactions (a series of behaviors) between two or more people. Relationships are reciprocal relationships between individuals with one another and influence each other. A relationship or relationship will exist if each person can predict precisely the kind of action that will come from the other party against him. Basically social relations will instill and spread trust so that people can develop mutually beneficial relationships (Fathy 2019). Thus, understanding students' social relations directly or indirectly will be closely related to students' learning needs. Basically, to see information about students both at school, daily at school and at home, it can be seen from several indicators that teachers need to pay attention to, namely in table 2 below:

Table 2 Students' social relations

No	Aspects Seen	Indicator
1.	School environment	Not sociable, often bullied, difficulty communicating, often bullied by friends, hanging out with friends under his age, often getting punished, often not attending class
2.	Home environment	Comes from a weak economic family, less harmonious family, single parent, lives with grandfather, grandmother or sibling, works to help parents, parents marry early, lives in an orphanage
3.	Everyday at school	Not being able to take care of yourself, often being alone, often disturbing friends, not being able to maintain cleanliness, often reflecting, not being able to follow lessons

The obstacle in preparing student learning profiles is the limited ability of teachers to identify student needs. In answering several questions in the student learning profile instrument, there are many things that need to be described by the teacher and not all of them can be identified and answered entirely by the teacher. Thus, some of the questions in the instrument cannot be answered. This is also based on the narrative of the grade 4 teacher who stated that in the preparation of the instrument the obstacles faced in the preparation of student learning profiles were numerous and some of them could not be answered by the teacher, especially if parents were unable to understand the student's condition such as the student's physical condition which encouraged students must use tools in the learning process.

Another obstacle faced is to identify with the problems faced by students, students' academic abilities, and students' potential in various fields that must be identified through aptitude tests and interest tests. The absence of a budget for holding aptitude and interest tests often makes teachers only estimate the potential and interests of students. In fact, to know the ability of students as a whole is not possible only by making observations or even just estimating the talents and interests of students. Parents sometimes just surrender to the teacher to identify their child so that the information received by the teacher is clearly lacking in identifying student learning needs. The ability of parents to identify their children is not maximized, even though one of the successes in implementing the curriculum is the ability of parents to recognize and even see the habits their children do while at home.

The student learning profile instrument requires complex identification from both teachers and parents, so it requires a strong synergy between teachers and parents. The teacher's role is indeed big in identifying students' learning needs, especially to see social relations while in the school environment, or to see how students' daily lives are at school. Parents must also have a lot of information related to their children's learning needs, how they study habits and how they live at home. Based on information from parents, of course the teacher will find it easier to develop student learning profiles.

C. Conclusion

The new paradigm curriculum in the Driving School program is carried out using differentiated learning. The implementation of differentiated learning really needs the teacher's ability in compiling student learning profiles. In identifying student learning needs and profiles, an understanding of the social structure and social relations of students is required. Based on the results of the study, it can be seen that the social structure of the community is mostly underprivileged families and the education of parents is mostly elementary school graduates. The social relations of students from the research results

can be seen from student relations both at school and at home. The obstacles in the implementation of the preparation of student learning profiles are the ability of teachers to identify the needs of students is limited, parents are not able to understand the condition of students such as the physical condition of students who encourage students to use aids in the learning process. Another obstacle faced is the lack of implementation of interest aptitude tests to identify problems faced by students, students' academic abilities, and students' potential in various fields. On the other hand, the student learning profile instrument demands complex identification from both teachers and parents. With the new paradigm of learning, students will strengthen social relations that occur because students are not only limited to learning in class but allow them to collaborate and interact with the community.

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