



IMPLEMENTATION OF COMMON SENSE IN DIFFERENTIAL LEARNING IN ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

The application of common sense in differentiated learning is an approach that aims to present a more meaningful and inclusive learning experience for students with different learning styles, speeds, and needs. implementation of the concept of common sense in the context of differentiated learning. Common sense, as an individual's intuitive knowledge in everyday situations, becomes a valuable tool in helping students understand concepts through analogies and illustrations that are relevant to real life. Through the application of common sense, teachers can design more in-depth learning experiences by connecting learning concepts with student experiences. Practical strategies, such as using real-world situations in learning content, applying case studies, and using technology to present material more concretely. In addition, the importance of creating an inclusive and responsive learning environment to student differences is emphasized in this article. Through the implementation of common sense in differentiated learning, teachers can provide learning experiences that are more connected to students' realities, stimulate analytical thinking, and create learning experiences that are more diverse and meaningful for each student.

Keywords: *Common Sense, Differentiated Learning.*

INTRODUCTION

Differentiated learning is an approach that recognizes that each student has a different learning style, pace, and needs. This approach aims to accommodate these differences by providing appropriate learning experiences for each student. One of the important elements in differentiation learning is the application of common sense, namely general knowledge and understanding that is intuitively possessed by humans in various situations. Differentiated Learning is an attempt to adjust the learning process in the classroom to meet the individual learning needs of each student.

The Importance of Common Sense in Differentiated, Deeper Understanding Learning: Common sense helps students understand complex concepts in a simpler and more tangible way. Teachers can use analogies and illustrations based on common sense to help students understand abstract concepts. Real-World Experiences Connect lessons with real-world situations that students can easily understand, contributing to the formation of deeper understanding. Common sense helps students see the relevance and practical application of what they are learning. More Integrated Learning Common sense helps integrate subjects or topics that sometimes seem to be separate. Teachers can help students see the relationship between various concepts through a common-sense approach. Development of Analytical Ability The application of common sense encourages students to think analytically and critically. By connecting the information, they receive with intuitive knowledge, students can develop better evaluation skills.

Strategies for Applying Common Sense in Differentiated Learning, Analogies and Similes Teachers can use analogies or parables based on everyday situations that students know to explain complex concepts. Application in Real Contexts Applying concepts in real situations that students are familiar with, such as in case studies, experiments, or simulations, can help deepen their understanding. Open Discussion Encouraging open discussion about how a concept relates to everyday life can arouse students' interest and relate learning to their experiences. Collaborative Projects Directing students to work in groups and applying concepts in collaborative projects based on common sense can stimulate critical and creative thinking. Controversial Cases Bringing up controversial issues that can often be analyzed through common sense can trigger critical thinking and help students see various points of view. The application of common sense in differentiated learning allows students to build a deeper and more relevant understanding. It also helps create an inclusive learning environment, where each student feels valued and acknowledged for their different learning styles and understandings. States that differentiated learning is different from individual learning, such as that used to teach children with special needs. In differentiation learning the teacher does not face students

specifically one by one (on-one-on) so that he understands what is being taught. Learners can be in large, small groups or independently in learning.

LITERATURE REVIEW

Differentiated learning is an approach used in educational contexts to accommodate individual differences between students, including learning styles, ability levels, and special needs. In this context, the application of common sense becomes an important factor in creating meaningful and effective learning experiences. This article will review several works of literature that discuss the application of common sense in differentiation learning. Application of "Different Instruction: Making Informed Teacher Decisions" how important it is for teachers to make enlightened decisions in planning and implementing differentiated learning. In this context, the application of common sense is essential in helping teachers understand how students think, respond, and learn. The use of analogies and illustrations that are rooted in common sense helps simplify complex learning materials so that they are more accessible to various types of students.

Differentiated learning is an approach in which teachers respond to individual differences among their students by presenting learning materials, evaluating, and providing appropriate support to the needs and learning styles of each student, the importance of teachers making informed decisions in planning and implementing differentiated learning (Fatimah, 2016). Teachers must understand the individual differences between their students and use that information to design appropriate learning experiences. One aspect emphasized by Tomlinson is the application of common sense in this process. the basic concept of differentiation learning (Avandra & Desyandri, 2023). It recognizes diversity in the classroom as a reality and raises questions about how teachers can respond to those differences so that each student can reach their full potential. These decisions involve selecting content, teaching strategies, and assessments that are appropriate to students' needs and level of understanding. the importance of common sense in helping teachers plan learning experiences that are relevant and easily understood by students. Using analogies and illustrations that are rooted in common intuitive knowledge can help articulate complex concepts. Teachers need to consider how they can present material in a way that is more easily understood by students of different backgrounds, pace, or learning styles. By understanding students in more depth, teachers can make more informed decisions in planning differentiation learning. As teachers, we all know that students will perform better if the tasks given are in accordance with the skills and understanding they previously had (readiness to learn). Then if the tasks spark curiosity or desire in a student (interest), and if the assignments provide opportunities for them to work in a way they prefer (learning profile).

In "Integrating Common Sense and Science in Differentiated Instruction" This study highlights how common sense can be integrated with scientific approaches in differentiated learning. Through the use of real examples and everyday situations that students recognize, teachers can facilitate understanding of scientific concepts. The integration of common sense in the context of science also helps students see the relationship between theory and real-world applications. the concept of differentiated learning and the importance of recognizing individual student differences in the learning process. Then, the focus shifts to the role of common sense in facilitating students' understanding of science concepts and how common sense can be integrated with science learning. Scientific concepts can often feel abstract to students, but by associating them with real situations that are recognized by students, learning becomes more relevant and easier to understand, using analogies and illustrations based on common sense. For example, if students learn about gravity, the teacher can relate it to everyday experiences such as dropping objects. The importance of integrating common sense in learning science is to create learning experiences that are more meaningful, relevant, and easy to understand for students. By connecting scientific concepts with real-world situations that students recognize, learning can become more interesting and effective.

Learning that uses "Common Sense Differentiated Instruction: Tools for Implementation" focuses on developing concrete tools and strategies to implement common sense in differentiated learning. Strategies such as the use of reality-based projects, case studies, and group discussions are analyzed as effective ways to utilize common sense in designing meaningful and inclusive learning experiences. basic concept of differentiated learning. This involves recognizing that each student has unique needs and potential, and that teachers must provide a variety of learning approaches to meet those needs (Devianti et al., 2020). This strategy includes relating learning concepts to everyday situations that are familiar to students, and using analogies and illustrations based on general knowledge, examples of assignments and projects that utilize common sense, discussion methods that engage students in contemplating content from everyday perspectives, and use of case studies to illustrate concepts teachers can design assignments or exercises that require students to apply concepts in relevant real contexts for them. (Husni, 2013) Content differentiation is also seen in the selection of teaching materials. For example, the selection of materials according to Rowntree's grouping is based on their characteristics, namely: 1) print-based teaching materials, including books, student study guides, modules, tutorials, student worksheets, maps, charts, photos, magazines and newspapers, and others; 2) technology-based teaching materials, such as audio broadcasts, films, television broadcasts, interactive videos, digital tutorials, and multimedia; 3) teaching materials used for practice or projects, such as science teaching aids, observation sheets, interview sheets,

and others; and 4) teaching materials needed for human interaction purposes (especially for distance education purposes), for example: mobile phones, learning applications, and others.

Collaboration in groups allows students to share views and develop deeper understanding through discussion and interaction which can ensure that each student feels acknowledged and valued in the learning process. may serve as a practical guide for educators wishing to apply a differentiated learning approach leveraging common sense it may provide agile strategies and tools that teachers can use in designing learning experiences that are more relevant and meaningful to students (Andayani, 2022). In the literature, the application of common sense in differentiated learning is identified as an important factor to help students understand concepts better, build connections with the real world, and develop analytical thinking skills (Ali et al., 2016). The use of analogies, everyday situations, technology, and various common sense-based learning strategies is recommended to create relevant, inclusive, and effective learning experiences for various types of students.

METHODS

This type of research is descriptive qualitative, namely research that describes a phenomenon that occurs from a task that considers the level of readiness of students to bring students out of their comfort zone, but with the right learning environment and adequate support, they can still master the new material. The discussion in this study is as follows: how The method used to propose a scheme of implementing differentiated learning using common sense is as follows:

- Identify classes, number of students and subjects in SD
- Identify the features in using common sense in differentiation learning according to students' needs.
- Formulation of a differentiated learning implementation scheme based on initial observations such as interests and talents according to the subjects taught
- Implementation of the scheme

From the schemes that have been compiled and tested, then each scheme of applying common sense in differentiated learning is explained based on the results of initial observations that have been made to students.

RESULTS AND DISCUSSION

The systematic description of the results and discussion follows the stages of the method described previously. The following is an explanation of the activities carried out at each stage in the method previously described.

a. Identification of class administration, number of students and subjects in Elementary School

Schools at the elementary school level basically have several classes at each level. For example, in elementary school, for grade I there are several classes from grade I to grade VI and so on according to the capacity of the elementary school students and also how many compulsory subjects are taught at school. Based on these needs, it is necessary to identify the appropriate common sense in the application of differentiated learning in elementary schools

b. Identify various kinds of common sense that are appropriate in differentiated learning In learning, there are several methods of implementing differentiated learning that are appropriate to the material in each subject, the characteristics of the subjects also determine the use of common sense according to the needs of students used in differentiated learning.

Each student has their own needs in using common sense according to learning needs. This can be used as a reference for teachers in identifying differentiated learning based on student strengths and weaknesses related to its implementation in schools in the Sigli city area. Differentiated learning is an approach in which teachers recognize individual differences in learning styles, pace of understanding, interests, and needs of students, and design learning experiences to suit these differences (Defitriani, 2018). Here are some practice ideas that fit into the differentiated learning approach. What teachers can do:

- Learning Stations: Divide students into different learning stations, where each station offers different activities or materials according to students' skill level and interest. Students can cycle from station to station to access the materials that suit them best.
- Choice-Based Project: Invite students to choose a project from a number of different options. This gives them the opportunity to explore topics they are passionate about, while still meeting set learning goals.
- Strengths and Interests Map: Ask students to make a map showing their interests, strengths, and learning styles. This will help teachers understand how best to teach and approach each student.
- Choice of Materials and Learning Resources: Provide several different learning resources to allow students to choose the material that best suits their learning style. This can be text, video, presentation or other source.
- Assignments Based on Proficiency: Tailor assignments to students' skill levels. More advanced students may be given more complex

assignments, while students who need more support may have simpler assignments

It is important to continuously monitor students' progress and be flexible in responding to their changing needs. A differentiated learning approach requires classroom management skills and a deep understanding of each student.

- c. Preparation of differentiated learning implementation schemes using common sense that suit the needs of students.

The scheme for implementing common sense learning in differentiated learning can be done by mapping some of the student needs that have been discussed previously. At the basic level, the needs of subjects can be met by using strategies, methods and learning models that are differentiated according to the characteristics of the subjects. Then, subject groups can be put into categories that represent classes (I, II, III, IV, V, and VI). To distinguish between the needs of different students and so on, scientific learning strategies are used. The advantage of this strategy is that it makes management easier, especially when students continue the next learning material.

Table 1. Table of Mapping the Needs of Differentiated Learning Implementation at Each Class/Elementary School Level.

Need	Class Level: Elementary
Preliminary Assessment	Student introduction quiz option, initial observation
Identify student learning styles	Using a variety of resources such as books, videos, and interactive games
Selection of Materials and Activities Offers a variety of materials according to students' interests and level of understanding	Work in mixed skill groups
Study Groups Division of groups with mixed skills	Choice of assignments with varying difficulty
Assignments Adjustment Assignments are adjusted to the level of student ability	Short quizzes, individual presentations, practical assignments

The table above only provides examples of mapping needs that may be encountered in the implementation of differentiated learning at different grade levels. Each school or educator can customize this table by adding or changing relevant aspects according to their context and needs.

d. Schematic Implementation

At this stage the scheme generated in step c applies common sense in a differentiated learning scheme, namely the application of class schemes in elementary schools. There are 6 classes, namely class I, II, III, IV, V and VI where each class has a subject. Each class uses different strategies, methods and models according to the subjects being taught. Each subject will contain groups of students in groups such as groups I-A, I-B and so on Picture of the application of common sense in differentiated learning at the elementary level.



The description of the application of common sense in differentiated learning for students at each grade level in elementary schools which is part of the use of early observations that can be applied in learning in each subject has different strategies, methods and models. according to the material and learning objectives planned. Therefore, various efforts and support are needed so that the implementation of differentiated learning can be carried out, one of which is resources. Not all schools have sufficient resources to support differentiated

learning. This can include technology resources, books, varied teaching materials, and additional support for students in need

CONCLUSION

The conclusion of applying common sense to differentiated learning is that the basic principles that apply in everyday life also apply in learning contexts that focus on individual differences. Several common-sense principles that are suitable for application in differentiation learning are:

Relevance and Interest: As in common sense, ensuring the material being taught has relevance to students' lives and follows their interests is critical in differentiation learning. This helps increase student motivation and engagement.

Flexibility and Adaptability: Common sense teaches us to adapt to various situations. In differentiation learning, the teacher's flexibility in adapting methods, materials, and approaches to the individual needs of students is very important.

Providing Constructive Feedback: Providing positive and constructive feedback is a common-sense principle that applies to differentiation learning. Teachers need to provide individual support and guidance that is appropriate to student development.

Interactive Activities and Practice: The common-sense principle that learning through practical experience and interaction can be applied in differentiated learning by adopting active learning methods, such as group discussions, collaborative projects, and hands-on practice.

Recognition of Individual Differences: Common sense teaches us to respect individual differences. In differentiated learning, this principle is realized by recognizing and respecting differences in learning styles, speed of understanding, and interests of students.

Variety of Resources and Approaches: Common sense tells us that we use a variety of resources and approaches in solving problems. In differentiated learning, adopting a variety of learning resources, teaching methods, and approaches helps accommodate the varying needs of students.

Active Student Engagement: Common sense says that learning through active engagement is more effective. In differentiated learning, getting students to actively participate, collaborate, and lead their own learning is essential.

Creativity in Solutions: Common sense teaches us to think creatively in finding solutions. In differentiation learning, teachers need to be creative in designing various choices and learning approaches that suit the needs and interests of students.

Overall, the application of common sense to differentiated learning underscores the importance of intuitive and adaptive thinking in approaching each student as a unique individual, with differences in learning styles, interests, and needs.

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