

# **HOW TO DIFFERENTIATE INSTRUCTION IN MIXED-ABILITY CLASSROOMS (WORKSHOP FOR TEACHING PHYSICAL EDUCATION BASED ON EMANCIPATED LEARNING/KURIKULUM MERDEKA) by**

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## **ABSTRACT**

The implementation of formal and non-formal Physical Education, Sports, and Health to improve quality human resources in various ways has been implemented by the Indonesian government. The success of PJOK learning is determined by several elements, namely teachers, students, methods, facilities and infrastructure, curriculum, environment, media, and others. The main focus of this service is on literacy regarding the Merdeka Curriculum, especially aspects of its application to differentiated learning.

The implementation of this service supports efforts to utilize the role of PJOK teachers in implementing the Merdeka Curriculum at the elementary school level correctly and appropriately. Solving the problems that have been described in the explanation above is pursued through providing training on the Merdeka Curriculum briefly, then continuing with the topic of differentiated learning so that teachers can teach appropriately according to the curriculum and expected learning outcomes.

The main target of this activity is physical education teachers at the elementary school level in Bantul Regency, totaling 60 people using a workshop approach which is held for two days with details of the first day focusing on strengthening the material followed by the practice of differentiated learning design with the main framework of the Merdeka Curriculum.

The pre-test and post-test results show a significant increase in understanding differentiated learning material within the framework of the Merdeka Curriculum. In the small group range, 10 out of 12 teachers already understand what physical education learning will be like based on the material that has been obtained. Qualitatively, based on dialogue with several participants, they warmly welcomed and hoped there would be follow-up similar activities.

*Kata Kunci: differentiated learning, primary school PE teachers, independent curriculum*