

Student Diversity And Learning Needs

Rani Rosvita Ningrum^{1*} & Dzakiah Dzakiah²

¹ Islamic Religious Education Study Program State Islamic University Datokarama Palu, Indonesia

² State Islamic University Datokarama Palu, Indonesia

*Corresponding Author: Rani Rosvita Ningrum, E-mail: ningrumrhani@gmail.com

ARTICLE INFO

ABSTRACT

Volume: 3

KEYWORD

Diversity, educations needs

This research aims to collect various literature reviews and explain concepts related to learning that supports diversity and educational needs. The method used in writing this article is a literature review derived from articles, journals, books, the internet and other literature. The results of the literature review show that coordinating learning by paying attention to learning interests, learning readiness and learning preferences, accommodating students so that learning goals can be achieved by all students, further increasing motivation and learning outcomes, determining teacher and student interaction and building an attitude of respect for diversity. The conclusion of this research is that learning can provide opportunities for students to learn efficiently and of course based on student needs and the teacher's ability to determine appropriate methods and approaches.

* Rani Rosvita Ningrum is a Student of Islamic Religious Education Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 3rd International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2024, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

1. Introduction

Quality education is education that can provide and facilitate the needs of every student. Decades ago then until now, education in Indonesia still hasn't changed much, anywhere still applying the old learning system assume all children are the same, more teacher-centered, without providing opportunities to every student to participate actively in study. Education must be aware that, every Children are unique and have unique characteristics different from other children. Education, should be able to accommodate everyone this diversity, is open to all and provides the needs required by everyone individual. The diversity of each individual student must always be considered, because each student growing up in a different environment and culture according to the geographical conditions of residence they.

The role of education today has a huge impact on the development and realization of each individual. Education can be said to be a tool to achieve happiness and prosperity for all mankind. Quality education reflects a progressive and peaceful society and leads to constructive traits. As we know, there are many different types of students in a school, each of whom has different motivations, interests, talents and learning styles. Therefore, various educational services are needed to help understand and develop skills and learning materials optimally based on individual characteristics and uniqueness. Therefore, a learning process is needed that takes into account the characteristics and individual differences of students.

Every student is unique. All students come to school with their own individuality and diversity. Each student has different characteristics. Therefore, one of the factors for successful learning is understanding and paying attention to student diversity so that later learning can be adapted to their characteristics. This section should be concise and define the background and significance of the research by considering the relevant literature, particularly the most recent publications. When preparing the introduction, please bear in mind that some readers will not be experts in your field of research.

The type of research used by the researcher is literature review. Library research is qualitative research in (Amir, 2020) Literature research can be classified as a type of qualitative research because it has strong post-positivist philosophical roots. Qualitative research is a research technique that produces data in spoken or written form and examines a complete, comprehensive, and holistic view of individual behavior observed in a particular context. Meanwhile, in the context of literature, data is taken from a holistic exploration of library materials, then analyzed based on the framework or philosophical paradigm that underlies it.

The technique of checking the validity of the data in this study is contingency analysis. Contingency technique according to Krippendorf (2004) is a technique that allows researchers to infer relationships from general patterns of events in texts. By using this method, the validity of the data and the course of events can be safely and systematically documented and reviewed by the researcher to provide an accurate and systematic description of the observed data. Meanwhile, the data analysis technique used in this research is content analysis. Content analysis aims to describe and conclude the contents of communication both orally and in writing which contain words, meanings of images, symbols, ideas, themes, and all forms of messages that can be communicated.

Data in a study is a source that will be used as material for analysis in answering research problems. Sources of research are various documents that are primary, secondary, and tertiary (Amir, 2020). Researchers used two data sources, namely primary data sources and secondary data sources. Primary data sources are library materials which are the main study or research subject. Secondary data sources are documents that can explain primary data or can be used as a reference as complementary data from primary data derived indirectly and can be used as a reinforcement of primary data. In this study, researchers using books, journals or articles related.

2. Literature Review

Differentiated teaching allows educators to meet the needs of each learner. Educators need to consider students' interests, learning profiles, and educational needs to be met. According to Puja Ningsih in her research, efforts to meet the diverse needs of students require strong partnerships and commitment from various parties. The valuable experience of every student with valuable needs leads to the development of the teaching profession and the school's role in educating every student. To create a strong partnership, schools need to pay attention to 2 things, namely: a) Forming a solid school team by realizing teacher acceptance of student diversity and encouraging collaboration between teachers, b) collaboration with parents by paying attention to the stages of parental acceptance of student conditions creating (Puja, 2012). According to

Puja Ningsih, these two things are closely related to the quality of interaction between teachers and students and parents and students.

The above is in line with the research results of Amunisi Ndraha and Sri Nurhayati that schools and parents need to know that the success of a school can be seen from the way it educates and develops students at school. So that he is declared to have good character, achieves, becomes a role model and is able to take responsibility wherever he is. It's the same with parents at home, when parents can guide, understand and also be able to be role models for their children, it will have a big impact on the children's attitudes and achievements at school as well as their actions in the environment they live in (Amurisi & Sri, 2023). Therefore, teachers and parents should work together in developing students, so that they can produce a good impact. The desire to partner is not solely dominated by one party, but is based on mutual agreement between the school, parents and community to achieve goals, especially meeting the needs for student diversity.

3. Results and Discussion

3.1 The Nature of Student Diversity

Diversity is a natural phenomenon that is always present in the educational process in schools, apart from efforts to instill cultural values which are the main goal in forming students' personalities (Yayat, 2024). Attitudes of diversity are difficult to abandon because they are deeply rooted in every individual, both innate and acquired from the social environment. All people have different traits, attitudes and personalities which are caused by their social environment. These differences make individuals unique.

Different students can perceive learning differently, thus influencing their activities and motivation in learning. Student diversity includes students' various backgrounds, experiences, values and views on life. Attitudes of diversity are inherent in individuals, and because attitudes are different, it is natural that there are differences in attitudes between one student and another. Starting from discipline, skills, intelligence, manners, even their different backgrounds. Because students have different backgrounds.

A teacher or educator must have an interest in the world of children, their potential, interests, talents, desire to learn, and problems related to children. Each student has different characteristics. These characteristics include the ecology of each individual (family background, culture, politics, economy, environment, etc.), multiple intelligences, development, learning styles are influenced by various factors. If you pay attention, there are many differences between individuals. Therefore, teachers must be able to classify students and choose appropriate strategies in the learning process (Tri & Nadia, 2023). Student diversity presents challenges and opportunities for educators, especially in the learning process. This diversity requires educators to be able to adapt and apply different learning strategies to meet the needs of different students.

3.2 Components of Learning Needs

Needs can be defined as everything that must exist or be available to ensure a process or activity can take place well. According to Maslow, basic human needs are tiered, this theory is called the hierarchy of needs theory and is often described as a five-level pyramid (Stefano, 2023).

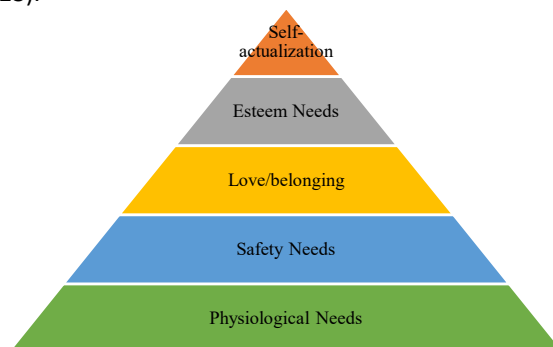


Image: Maslow's hierarchy of needs

This theory posits that there are five levels of needs: physiological needs, safety needs, social needs, approval needs, and self-actualization needs. Examples of needs at this level include physiological needs such as eating, drinking and resting. Security

Student Diversity And Learning Needs

needs such as protection and stability. Social needs such as love and friendship. The need for achievement evaluations, awards, etc. and the need for self-actualization to achieve maximum potential. Malow highlights the importance of meeting students' basic needs in order to achieve self-actualization needs.

Meanwhile, Robert E. Slavin believes that after a person's basic needs are met, growth needs will also emerge in the form of the need to know and understand. Every minute we are driven to know everything in greater detail. Apart from the need to know and understand, humans also have a need for aesthetics. In fact, quite a few individuals actually have basic aesthetic needs (Chairul, 2017). If you look at the opinions of these two figures, humans actually have 7 life needs that encourage them to appear as individuals who learn.

However, all the things needed do not just have to be available, they must also be of high quality. For example, if it is related to the needs of the learning process in the form of teaching materials. It is not enough for these teaching materials to just exist or be available. Teaching materials must also be of high quality to ensure the learning process runs well and effectively. Providing quality teaching materials can be done through research and development activities. There are at least five stages in learning product development activities, as follows (Feri, 2022):



Image: Learning Innovation Product Research and Development Model

If viewed from the figure, needs analysis activities are the first step that must be carried out in learning innovation product development activities. Needs analysis is the activity of identifying learning components. A needs analysis is carried out to find out what kind of learning needs to be developed. There are components that need to be fulfilled in compiling a needs analysis instrument. The first component is determining the standard learning outcomes of the learning objectives. second, describe the current factual conditions in detail. Third, identifying the form of gap that exists between the current condition and the desired condition. This third stage also indirectly describes the needs themselves (Siti, Muhammad, & Zaid, 2021). So needs analysis is very important in developing learning components.

3.3 How to Meet Learning Needs

The needs of each student can be met through differentiated instruction. Taking into account their interests, learning profile and the educational needs they fulfill. So that students gain knowledge, mastery, skills and character as well as form attitudes and beliefs, learning is a process of assisting students carried out by a teacher. Some learning approaches or strategies that can be taken include (Kurniawan & et al., 2023):

Differentiated learning

Differentiated learning is a learning approach that considers the diversity of students' characteristics and abilities. Implementing differentiated learning requires educators not to apply a monotonous approach. Instead, educators must be able to identify various individual differences among students. One important aspect of differentiated learning is conducting diagnostic assessments. Assessments designed to identify students' strengths and weaknesses related to learning. Based on the results of the diagnostic assessment, educators can choose materials, materials, media and learning strategies that can accommodate the needs of all students.

Personalized learning

Personalized learning is a learning approach that emphasizes each individual's uniqueness in the learning process. This approach is designed with the aim of adapting the learning experience to suit the unique needs, goals and skills of each learner.

Inclusive learning

Inclusive learning is a learning approach that accommodates various types of students in one educational environment. This approach provides learning opportunities for students with various abilities, including those with disabilities, those with special talents, or other special needs. The practical implementation of inclusive learning often involves the formation of

diverse learning groups tailored to address the unique needs of each learner. Through inclusive learning, students can feel accepted, respected and recognized as part of the educational community.

Utilization of Learning technology

Student diversity is a reality that many people face in the world of education. To meet the challenges and opportunities brought by this diversity, educators must be able to use technology as a supporting tool. Technology has become a transformative force in the world of education that offers various innovative solutions in solving various problems related to the diverse characters and learning needs of students. So technology is no longer an option, but a need that must be met.

4. Conclusion

The diversity of students in a class creates a mini miniature of diversity in society as well as a real phenomenon that can be found in all schools. Some of them easily absorb the material, but others also need more time to understand the lesson material. The learning needs of each student are different. This is closely related to their external and internal factors. The diversity of students in the classroom is a challenge for teacher professionalism and indirectly reflects the quality of education which currently requires support from various parties. Understanding what and who diverse students are is the beginning of accepting the existence of students at school. The existence of diverse students in a school accompanied by efforts to fulfill their learning needs becomes a momentum for improving the learning process and the quality of education in schools.

References

- Amir, H. (2020). *Metode Penelitian Kepustakaan*. Malang: Literasi Nusantara.
- Amurisi, N., & Sri, N. (2023). *Kemitraan Sekolah dan Orangtua Untuk Membina Karakter Siswa*. HINENI: Jurnal Ilmiah Mahasiswa, Vol. 3 No. 1.
- Chairul, A. (2017). *Teori-Teori Pendidikan Klasik Hingga Kontemporer*. Yogyakarta: IRCiSoD Publisher.
- Feri, N. (2022). *Inovasi Pembelajaran: Dari Ide Kreatif di Kepala Praktik Inovatif di Kelas*. Yogyakarta: Laksbang Pustaka.
- Klaus, K. (2004). *Content Analysis: An Introduction to Its Methodology*. California: Sage Publications.
- Kurniawan, M. R., & et al., e. (2023). *Inovasi Pembelajaran*. Solok: PT. Mafy Media Literasi Indonesia.
- Puja, N. (2012). *Pemenuhan Kebutuhan Siswa Yang Beragam Melalui Jalinan Kemitraan Sekolah*. ePrints@UNY.
- Siti, A., Muhammad, M., & Zaid, A. W. (2021). *Pengantar Pengembangan Bahan dan Media Ajar*. Kartasura: Muhammadiyah University Press.
- Stefano, C. (2023). *Abraham Maslow: Dari Kebutuhan Hingga Pemenuhan Diri*. Stefano Calicchio.
- Tri, K., & Nadia, A. (2023). *Pemahaman Keberagaman Peserta Didik Berdasarkan Profil Peserta Didik Sebagai Upaya Pemenuhan Target Kurikulum Merdeka*. Jurnal Ecogen, 269.
- Yayat. (2024). *STUDENT CENTER: Memahami Peserta Didik dari Berbagai Aspek*. Pangandaran: Intake Pustaka.