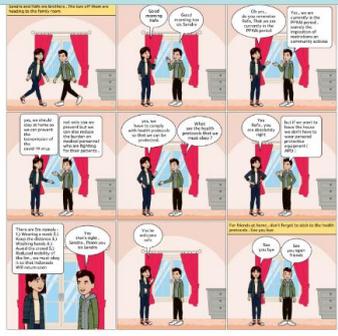


atau dapat pula dikelompokkan dengan gaya belajar yang berbeda sehingga dalam satu kelompok terdapat gaya belajar yang bermacam-macam. selanjutnya yaitu berdasarkan tingkat kecerdasan atau intelegensi siswa yang dikategorikan kedalam kelompok high, middle, dan low. dalam satu kelompok yang terdiri dari 4-5 orang siswa, guru dapat mengelompokkan siswa dengan kategori gaya belajar auditori, visual, dan kinestetik serta tingkat intelegensi yang high, middle, dan low sehingga terciptalah kelompok belajar yang heterogen². diferensiasi prosesdiferensiasi proses adalah cara mengajar yang diberikan oleh guru kepada peserta didiknya baik dengan menggunakan metode belajar yang berbeda, model pembelajaran yang bervariasi dapat dilakukan dengan pembagian kelompok, diskusi ataupun melalui presentasi, maupun pemanfaatan fasilitas sekolah sebagai media pembelajaran secara lebih optimal³. diferensiasi produkiferensiasi produk merupakan hasil dari pembelajaran siswa. jadi, di dalam satu kelas siswa dapat mengumpulkan tugas dalam produk atau



The comic strip consists of 12 panels. Panel 1: A teacher asks, 'Diversity and Inclusion in the Classroom - The Power of Different Learning Styles'. Panel 2: A student asks, 'What is diversity?' and the teacher replies, 'Diversity is having people from different backgrounds, cultures, and abilities in a group.' Panel 3: A student asks, 'Why is it important?' and the teacher replies, 'It's important because it helps us learn from each other and work better together.' Panel 4: A student asks, 'How can we create a diverse and inclusive classroom?' and the teacher replies, 'We can do that by using different teaching methods, like visual aids, audio recordings, and hands-on activities, so everyone can learn in their own way.' Panel 5: A student asks, 'What about intelligence?' and the teacher replies, 'Intelligence is how well someone can learn and solve problems. It comes in different levels, like high, middle, and low.' Panel 6: A student asks, 'How can we help students with different intelligence levels?' and the teacher replies, 'We can give them different tasks and challenges that match their abilities. For example, a student with high intelligence might get a more challenging project, while a student with low intelligence might get more support and simpler tasks.' Panel 7: A student asks, 'How can we help students with different learning styles?' and the teacher replies, 'We can use different teaching methods, like visual aids, audio recordings, and hands-on activities, so everyone can learn in their own way.' Panel 8: A student asks, 'What about students with different backgrounds and cultures?' and the teacher replies, 'We can create a safe and respectful environment where everyone feels welcome and valued. We can also use examples and stories from different cultures to make our lessons more relatable.' Panel 9: A student asks, 'How can we help students with different abilities?' and the teacher replies, 'We can provide extra support and accommodations, like extra time to complete assignments or using assistive technology. We can also encourage students to help each other and work in groups.' Panel 10: A student asks, 'How can we make sure everyone is learning?' and the teacher replies, 'We can use different assessment methods, like quizzes, projects, and presentations, so we can see how everyone is doing. We can also provide feedback and encouragement to help students improve.' Panel 11: A student asks, 'How can we make sure everyone is engaged?' and the teacher replies, 'We can use interactive activities, like group projects and role-playing, to make learning more fun and engaging. We can also encourage students to ask questions and share their own ideas.' Panel 12: A student asks, 'How can we make sure everyone is successful?' and the teacher replies, 'We can celebrate everyone's achievements and provide extra support and resources to help students reach their goals. We can also encourage students to set their own goals and work hard to achieve them.'

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