

**Validasi Modul “PROGRESIF” Untuk Meningkatkan  
Keterampilan Mengajar *Differentiated  
Instruction* Guru SD Inklusi**

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**Abstract**

*One of the effort that can be done to improve the quality of inclusive education, was enhancing the quality of teaching skill. This research aimed to validate the “PROGRESIF” module in order to increase the differentiated instruction teaching skills of the inclusive elementary teachers. The validating process was done through content validity evaluations and empirical testing. The result of module’s content validation through Aiken’s V analysis based on the evaluation of seven experts showed that module has a good content (0.67-0.72). The empirical study at this research used the quasi experimental design, The Untreated Control Design with Dependent Pretest and Posttest. The subjects of this study were 11 teachers which is divided into experiment and control group. This study used Mann Whitney U Test for statistical test with two procedures, the data through a calculation of Inter Rater Reliability–Intraclass Correlation Coefficient (.766 - .999) and the standardized data (T score). The results of statistical analysis form both showed that the differentiated instruction teaching skill at experiment group had significant differences compared with control groups ( $z = -2.079, p = .038, p < .05$ ). The result of the research showed that the “PROGRESIF” module is valid and can be used to increase the differentiated instruction teaching skills*

**Keywords:** *differentiated instruction, experiential learning*

**Abstrak**

Salah satu upaya yang dapat dilakukan untuk meningkatkan kualitas pendidikan inklusif adalah dengan melakukan peningkatan kualitas mengajar guru inklusi. Penelitian ini bertujuan untuk melakukan validasi modul “PROGRESIF” untuk meningkatkan keterampilan mengajar *differentiated instruction* guru SD inklusi. Proses validasi telah dilakukan melalui penilaian validitas konten dan uji empirik. Hasil validasi konten modul melalui analisis Aiken’s V berdasarkan penilaian tujuh ahli, menunjukkan modul memiliki konten yang baik (0,67- 0,72). Studi empirik pada penelitian ini menggunakan rancangan eksperimen kuasi, *The Untreated Control Group Design with Dependent Pretest and Posttest Samples*. Subjek penelitian adalah 11 guru yang terbagi menjadi kelompok kontrol dan kelompok eksperimen. Uji statistik pada penelitian ini menggunakan *Mann Whitney U Test* dengan dua prosedur yaitu data melalui pengujian *Inter Rater Reliability– Intraclass Correlation Coefficient* (0,766-0,999) dan data yang terstandarisasi (*T score*). Hasil uji empirik melalui uji statistik menunjukkan terdapat perbedaan yang signifikan pada keterampilan mengajar *differentiated instruction* antara kelompok eksperimen dan kelompok kontrol ( $z=-2,079, p=0,038, p<0,05$ ). Hasil penelitian menunjukkan bahwa modul “PROGRESIF” valid dan dapat digunakan untuk meningkatkan keterampilan mengajar *differentiated instruction* pada guru SD Inklusi.

**Kata kunci :** *differentiated instruction, experiential learning*