



The Impact of Differentiated Learning, Adversity Intelligence, and Peer Tutoring on Student Learning Outcomes

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DOI: <https://doi.org/10.46245/ijorer.v5i3.586>

Sections Info

Article history:

Submitted: February 27, 2024

Final Revised: March 24, 2024

Accepted: April 5, 2024

Published: May 13, 2024

Keywords:

Differentiated Learning;

Adversity Intelligence;

Peer Tutoring;

Learning Outcomes.



ABSTRACT

Objective: Differentiation is a well-recognized strategy that assists teachers in addressing the needs of students with varying abilities in a classroom of students with different characteristics. The research investigates the impact of differentiation learning, adversity intelligence, and peer tutoring on student learning outcomes. **Method:** This research employs a statistical survey approach to guarantee outcome accuracy. The researchers employed a partial least squares-structural equation model (PLS-SEM) to determine the values of latent variables to make predictions. The questionnaire was used as the data-gathering tool in this study. The investigation occurred at a vocational high school in Serang Regency in Banten Province, Indonesia. Were 250 students in the vocational high school in Serang Regency, Indonesia. The sampling procedure was conducted using a random approach. **Results:** The statistical study of the structural model indicates a considerable positive link between differentiated learning and adversity intelligence. Adversity intelligence and peer tutoring were positively correlated. Differentiated learning is positively correlated with learning outcomes. Learning outcomes are positively correlated with peer tutoring. **Novelty:** This research presents novelty research that combines differentiated learning, adversity intelligence, and peer tutoring to examine their impact on student learning outcomes. This research is novel in its attempt to incorporate multiple variables into a single unit for investigation and exploration. This research is intriguing due to variations in emphasis, research participants, and incorporation of research factors compared to earlier studies.

INTRODUCTION

Differentiation is a well-recognized strategy that assists teachers in addressing the needs of students with varying abilities in a classroom composed of students with different characteristics. Additionally, it enables teachers to deliver valuable and purposeful learning experiences to students while fostering the development of 21st-century skills throughout the learning journey (Hassan & Ajmain, 2022). Differentiated learning refers to the implementation of differentiation strategies in the classroom. This involves offering several methods for comprehending information, processing ideas, and creating learning outcomes. These approaches enhance students' learning process effectiveness (Maulida et al., 2024).

Differentiated learning is an increasingly significant pedagogical strategy that acknowledges pupils' varied learning styles and needs. Differentiated learning is an instructional method that caters to the diverse learning requirements of students. Differentiated learning is an educational method where teachers employ various instructional techniques to address the unique requirements of individual students, taking into account their distinct needs (Siringoringo et al., 2023). The requirements encompass preexisting knowledge, cognitive inclinations, personal interests, and

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