



## Evaluation of the Differentiated Learning Training Program at The Mathematics Subject Teachers' Meeting (MGMP)

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**Abstract:** The purpose of this study was to evaluate the differentiated learning training program at the mathematics subject teachers' meeting (MGMP). A descriptive quantitative approach was used to identify the successes of the program and areas that require improvement. The sample included 21 mathematics teachers in Sub Rayon 2 of Lebak District. The instruments used were questionnaires in which data on participants' responses to resource persons, materials, and suggestions for future activities were collected, and the results of direct observations. Data analysis was carried out using descriptive statistical methods to describe the overall evaluation results. Based on the findings, it is expected to provide an in-depth view of the differentiated learning program, contribute to the development of the program in the future, and become a guideline for improving the quality of mathematics learning in the Lebak district. The results of this training program evaluation show that the differentiated learning training activities have been well implemented in MGMP Mathematics Sub Rayon 2 Lebak District. This is evidenced by the level of teacher satisfaction in participating in the training, the majority of which were at scores 4 and 5, namely agreeing and strongly agreeing. This was also the case with the resource persons, materials, and training facilities, and organization. It is hoped that in the future continue to carry out ongoing training related to differentiated learning by current needs and to improve the competence of mathematics teachers in particular, as well as teachers of other subjects in general.

**Abstrak:** Tujuan dari penelitian ini adalah mengevaluasi program pelatihan pembelajaran berdiferensiasi pada kegiatan MGMP matematika. Pendekatan kuantitatif deskriptif digunakan untuk mengidentifikasi keberhasilan program dan area yang memerlukan perbaikan. Sampel penelitian ini meliputi 21 guru matematika di Sub Rayon 2 Kabupaten Lebak. Instrumen yang digunakan adalah kuesioner berupa data respon peserta terhadap narasumber, materi, dan saran untuk kegiatan kedepannya dikumpulkan dan hasil pengamatan langsung. Analisis data dilakukan dengan metode statistik deskriptif untuk menggambarkan hasil evaluasi secara menyeluruh. Berdasarkan temuan ini diharapkan dapat memberikan pandangan mendalam tentang program pembelajaran berdiferensiasi, memberikan kontribusi bagi pengembangan program di masa yang akan datang, dan menjadi pedoman untuk peningkatan kualitas pembelajaran matematika di Kabupaten Lebak. Hasil evaluasi program pelatihan ini menunjukkan bahwa kegiatan pelatihan pembelajaran diferensiasi telah terlaksana dengan baik di MGMP Matematika Sub Rayon 2 Kabupaten Lebak. Hal ini dibuktikan dengan tingkat kepuasan guru dalam mengikuti pelatihan yang mayoritas berada pada skor 4 dan 5 yaitu setuju dan sangat setuju. Begitu pula dengan narasumber, materi, serta fasilitas dan organisasi pelatihan. Diharapkan kedepannya untuk terus melaksanakan pelatihan yang berkelanjutan terkait pembelajaran berdiferensiasi yang sesuai dengan kebutuhan saat ini serta untuk meningkatkan kompetensi guru matematika khususnya, serta guru mata pelajaran lain pada umumnya.

## A. Introduction

Learning is one component of education (Miranda et al., 2021). Efforts to provide quality education must continue to be supported by maximizing the quality of learning. Good learning quality is balanced with effective learning and learning achievement (Sharma et al., 2023; Zulfa, 2017). Effective learning quality is the main foundation for creating a productive educational environment. This process is not only limited to students' understanding of the subject matter but also involves developing life skills, creativity, and problem-solving abilities (Kemal, 2021). The teacher's role is crucial in improving the quality of learning, which includes competence in understanding the material, effective communication skills, and skills in designing interesting learning strategies (Gui et al., 2020; Magdalena et al., 2023; Totto, 2021).

The Merdeka Belajar curriculum concept is a significant breakthrough in the pursuit of improving the quality of learning. By giving teachers the freedom to adapt the curriculum according to student needs and characteristics, this approach creates space for innovation, increases student engagement, and provides a more personalized learning experience. The teacher's role in implementing independent learning is the task of making learning more interactive, efficient, easy, interesting, fun, and challenging, as well as motivate students to actively participate in every learning process (Anggreini & Priyojadmiko, 2022; Widiyono & Millati, 2021). Students are given sufficient space to develop interests, talents, creativity, and independence by cognitive, physical, and psychological development based on their learning phase. In the independent learning curriculum, the learning process is based on differentiation.

Differentiated learning is a strategy that teachers can apply to meet the needs of each student who has different characteristics (Aguhayon et al., 2023; Simanjuntak et al., 2023). Differentiation is a process of teaching and learning activities that pays attention to students based on their abilities and preferences and is responsive to individual needs when carrying out the learning process (Lai et al., 2020). Differentiated learning combines all the differences that exist between students to capture information, develop ideas, and express what students have learned (Gusteti & Neviyarni, 2022; Sutrisno, 2023). Differentiated learning adapts to students' interests, readiness, and learning profiles to create improved learning outcomes.

The principle of implementing differentiated learning must be to provide enough space for initiative, independence, and creativity according to student's interests, talents, and physical and psychological development (Marlina, 2019; Wahyuningsari et al., 2022). The importance of differentiated learning highlights the need for adaptation in teaching. Teachers need to understand individual differences in the classroom, including students' learning styles, interests, and skill levels. In this way, they can design appropriate learning strategies to ensure that each student can reach his or her potential (Simanjuntak et al., 2023).

Differentiated learning with these principles must be applied to all subjects, especially mathematics subjects where problems often arise (Aprima & Sari, 2022; Gusteti & Neviyarni, 2022). Differences in each student's ability to understand a topic in mathematics

are more clearly visible than differences in students' ability to understand topics in other subjects (Muslimin et al., 2022). This difference requires teachers to adapt learning actions to the needs of each student, which is achieved through the application of differentiated learning (Herdianto et al., 2023). Even though differentiated learning is not something new, the implementation of activities in learning is still rarely carried out (Aprima & Sari, 2022; Kamal, 2021).

Teachers do not fully understand the application of differentiated learning in the classroom (Aprima & Sari, 2022). Teachers do not yet know students' learning needs, including students' learning readiness, learning interests, students' learning profiles (styles), and the results of students' initial diagnostic tests (Astria & Kusuma, 2023). Apart from that, teachers are used to and have long carried out a one-way learning process that is centered only on the teacher, teachers still consider conventional learning to be the best to be applied, student differences are considered a problem, intellectual intelligence is emphasized more, student interests are rarely considered, student learning profiles rarely paid attention to, assessments are carried out at the end of learning to find out who has mastered the material. Based on the implementation of differentiated learning which is not yet optimal, there needs to be education or direction to teachers as learning implementers regarding differentiated learning. One program that can help teachers improve their competence in teaching and learning activities is the "Guru Penggerak" program.

Since education reform in Indonesia, the government has introduced innovative programs to improve the quality of education across the country. One of the programs implemented is the Guru Penggerak program. This program aims to improve the competency and quality of teachers as agents of change in improving the quality of education at primary to secondary school levels (Faiz & Faridah, 2022; Susiani et al., 2023). The Guru Penggerak program in Indonesia involves the selection of teachers who are considered to have high quality and competence. These teachers are then given intensive training and various facilities to improve their teaching, managerial, and leadership skills. Each educational unit is expected to have at least one driving teacher, who is given space to innovate to improve the quality of education (Rohman et al., 2023). By becoming Guru Penggerak, they are expected to be able to become leaders in their respective schools and inspire other fellow teachers. Therefore, the Guru Penggerak program is an important tool for improving teacher competency.

The Guru Penggerak program in Indonesia provides several activities and benefits. Guru Penggerak receives intensive training that covers various aspects, including innovative teaching methods, classroom management, the latest curriculum, and the use of technology in learning. This training aims to improve teacher skills and competence. The Guru Penggerak program in Indonesia plays a pivotal role in enhancing the capabilities and skills of educators through a multifaceted approach. According to Sijabat et al (2022), one of the program's key components is the provision of intensive training activities for participating teachers. These training sessions are designed to be comprehensive, covering a range of critical aspects essential for effective teaching. The curriculum of these sessions

includes innovative teaching methods, strategies for classroom management, insights into the latest educational curriculum, and the integration of technology into the learning process. By addressing these diverse elements, the training aims to elevate the overall competencies of Guru Penggerak, empowering them with the knowledge and skills needed to navigate the evolving landscape of education.

The Guru Penggerak program recognizes the dynamic nature of educational practices and, through its intensive training initiatives, strives to keep participating teachers abreast of the latest advancements in the field. The emphasis on innovative teaching methods not only equips educators with fresh and effective approaches to instruction but also fosters a culture of continuous improvement within the teaching community. Classroom management strategies imparted during the training sessions contribute to creating a conducive learning environment, ultimately benefiting both teachers and students.

Based on the previous explanation, it cannot be denied that differentiated learning is the main highlight of training activities for Guru Penggerak. In this context, differentiated learning is defined as an approach that accommodates students' differences, including learning styles, speed of understanding, and interests. Guru Penggerak, as leaders in educational environments, needs to understand and implement learning strategies that suit the needs of the diverse students in their classes. Through this training, Guru Penggerak is empowered to become an agent of change who can create inclusive and meaningful learning experiences for every student in their school. Considering the importance of achieving this teacher training activity, it certainly needs to be measured and evaluated.

Evaluation of training programs related to differentiated learning has a central role in ensuring the success and sustainability of the program. By conducting an evaluation, the organizers can identify the extent to which the driving teachers can implement the concept of differentiated learning in their daily practice. Evaluation provides an overview of teachers' understanding of the concept, their ability to adapt teaching methods, and the extent to which students respond positively to the approach (Putri, 2014; Rizal et al., 2020). The evaluation of a differentiated learning training program plays a central role in ensuring the success and sustainability of the program. Through this evaluation process, organizers can measure the extent to which teachers can implement the concept of differentiated learning in the context of their daily practices. The evaluation results not only provide a comprehensive overview of teachers' understanding of the concept but also assess their ability to adapt teaching methods according to the diverse needs of students.

This program evaluation also offers valuable insights into participants' responses to the differentiated learning approach. By assessing how positively participants respond to the implemented teaching methods, the evaluation can serve as a critical indicator of program effectiveness. The alignment between the learning approach and the needs is crucial in creating an inclusive learning environment and positively impacting their academic achievements.

For example, Rizal et al (2020) have demonstrated that the evaluation of training programs can provide rich data on teachers' achievements in implementing differentiated learning. These findings serve as a foundation for further development, both in improving existing training programs and designing new programs that are more responsive to dynamic educational needs. Thus, evaluation serves not only as a monitoring tool but also as a driver for continuous improvement to enhance the quality of learning and teacher competence.

Based on literature analysis, teachers' understanding of differentiated learning is still lacking. Apart from that, there is not much research evaluating programs, especially regarding differentiated learning. It is very important to carry out this research to identify the obstacles and challenges that motivated teachers may face in implementing differentiated learning. This research provides a basis for designing specific and supportive solutions, whether in terms of additional training, collaborative support between teachers, or the provision of better resources. In addition, evaluation provides an opportunity to improve and develop the training program itself. The evaluation process helps identify successes, barriers, and opportunities for improvement, ensuring that differentiated learning approaches continue to evolve according to student needs. Evaluation results from this research can be used to develop more effective training activities, adapt training materials to be more relevant to teachers' needs, and integrate feedback from trainees to improve their learning experience.

Based on the importance of evaluating the training program regarding differentiated learning which can have a positive impact, and ensuring that the teachers involved continue to improve their skills in creating an inclusive learning environment that suits the needs of diverse students, this research aims to evaluate the differentiated learning program in Lebak Regency.

## **B. Method**

This research uses a descriptive quantitative approach with a focus on analyzing participant responses and observation results regarding differentiated learning programs. Evaluation of differentiated learning programs is the focus of this research as an effort to increase understanding of mathematics learning in the Lebak Regency. Evaluation of this program is needed to understand participants' responses to the program, starting from responses to resource persons, and materials, to providing suggestions for improving activities in the future. The research population was all mathematics teachers in Sub Rayon 2 Lebak Regency. The sample was taken from 21 people (14 female teachers and 7 male teachers) mathematics teachers in the MGMP for Mathematics Teachers Sub Rayon 2 Lebak Regency.

The instruments used include questionnaires to measure participants' responses to the program, resource persons, and materials. The questionnaire has five options, namely 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree. Apart from that, direct observations were also carried out to obtain more in-depth data. Data was

collected through distributing questionnaires to participants who were mathematics teachers as a sample. Direct observations were made during program implementation. The collected data will be analyzed descriptively statistically. Participant response data and observation results will be analyzed using descriptive statistical methods. This analysis provides a clear picture of participant responses and the quality of program implementation. The results of the analysis will be interpreted to identify the success of the program, factors that need to be improved, as well as suggestions from participants for improving activities in the future. The overall research flow can be seen in Figure 1.

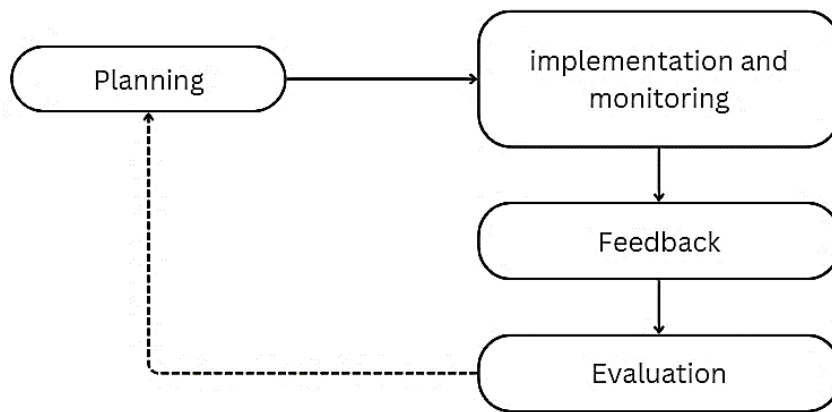


Figure 1. Evaluation Research Flow

### C. Result and Discussion

#### Result

The results of the evaluation of the differentiated learning program in MGMP Mathematics were obtained based on a questionnaire that was distributed to 21 teachers. The evaluation results include the level of teacher satisfaction in participating in training, training resources, training materials, training facilities, and implementation, responses to program development, training impressions, and suggestions for improving the training program. The results of teacher satisfaction levels in participating in the training are presented in Figure 2.

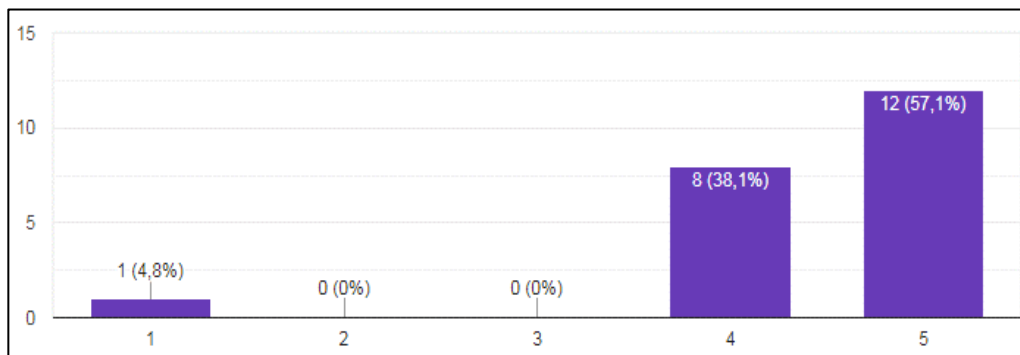


Figure 2. Level of Teacher Satisfaction in Participating in Training



Figure 2 shows teacher satisfaction levels in participating in the training. Based on these results, the percentage obtained for score 1 (strongly disagree) is 4.8%, score 2 (disagree) is 0%, score 3 (undecided) is 0%, score 4 (agree) is 38.1%, and score 5 (strongly agree), namely 57.1%. From this, it can be seen that the majority of training participants chose to agree and strongly agree. This shows that the training participants are satisfied with the training that has been carried out regarding differentiated learning.

The results of the evaluation of training resource persons include several indicators, namely mastering the training material, interacting with participants, clear and easy-to-understand presentations, managing time well, providing motivation and feedback, interesting learning methods and tools, providing opportunities to participate, and answering questions correctly and clearly. The results of the training participants' responses are shown in Table 1.

**Table 1.** Teacher Responses to Training Resource Persons

Indicator	Score				
	1	2	3	4	5
Mastering training materials	0	0	0	38%	62%
Interact with participants	0	0	0	57%	43%
The presentation is clear and easy to understand	0	0	0	43%	57%
Manage time well	0	0	0	38%	62%
Provide motivation and feedback	0	0	0	38%	62%
Interesting learning methods and tools	0	0	5%	57%	38%
Provide opportunities to participate	0	0	0	24%	76%
Answer questions correctly and clearly	0	0	5%	43%	52%
Average	0%	0%	1.3%	42.3%	56.5%

Table 1 shows the results of training participants' responses to training resource persons, both overall and for each indicator. In the mastering training materials indicator, the percentage for scores 1, 2, and 3 is 0%, while for score 4 it is 38% and for score 5 is 62%. This shows that the training resource person has mastered the training material well. In the interact with participants indicator, the percentage for scores 1, 2, and 3 is 0%, while for score 4 it is 57%, and for score 5 is 43%. This shows that the training resource person was good at interacting with the training participants during the training. The presentation is a clear and easy-to-understand indicator, the percentage for scores 1, 2, and 3 is 0%, while for score 4 it is 43%, and for score 5 is 57%. This shows that the presentation delivered was good and made it easier for training participants to understand the training material. In the manage time well indicator, the percentage for scores 1, 2, and 3 is 0%, while for score 4 it is 38% and for score 5 is 62%. This shows that the training resource person can manage training time well. In the provided motivation and feedback indicator, the percentage for scores 1, 2, and 3 is 0%, while for score 4 it is 38% and for score 5 is 62%. This shows that the training resource persons are good at providing motivation and feedback to training participants. In

the interesting learning methods and tools indicator, the percentage for scores 1 and 2 is 0%, score 3 is 5%, score 4 is 57% and score 5 is 38%. This shows that the training resource person has used learning methods and tools that are interesting to the training participants. In the provide opportunities to participate indicator, the percentage for scores 1, 2, and 3 is 0%, while for score 4 it is 24%, and for score 5 is 76%. This shows that the training resource person has provided the opportunity for participants to participate during the training. Finally, in the answer questions correctly and clearly indicator, the percentage for scores 1 and 2 is 0%, score 3 is 5%, score 4 is 43% and score 5 is 52%. This shows that the training resource person can answer questions from training participants appropriately. Overall, the average percentage for scores 1 and 2 is 0%, score 3 is 1.3%, score 4 is 42.3%, and score 5 is 56.5%. From this, it can be seen that the training resource person was good in everything starting from the material presented, interaction with participants, time management, providing motivation and answering questions, as well as interaction with training participants.

The evaluation results of the training material include several indicators, namely informative, easy to understand, useful and appropriate to needs, relevant to the job, supporting performance improvement, appropriate to the time available, and clear goals to be achieved. The results of the training participants' responses are shown in Table 2.

**Table 2.** Teacher Responses to Training Materials

Indicator	Score				
	1	2	3	4	5
Informative	0	0	0	43%	57%
Easy to understand	0	0	0	52%	48%
Useful and according to needs	0	0	10%	23%	67%
Relevant to the job	0	0	0	33%	67%
Supports performance improvements	0	0	5%	24%	71%
According to the time available	0	0	5%	28%	67%
The goals to be achieved are clear	0	0	0	38%	62%
Average	0%	0%	2.9%	34.4%	62.7%

Table 2 shows the evaluation results for training materials. In informative indicators, the percentage for scores 1, 2, and 3 is 0%, while score 4 is 43% and score 5 is 57%. This shows that the training material is informative material for training participants. In the easy-to-understand indicator, the percentage for scores 1, 2, and 3 is 0%, while score 4 is 52% and score 5 is 48%. This shows that the training material is material that is easy for training participants to understand. In the useful and according to needs indicator, the percentage for scores 1 and 2 is 0%, score 3 is 10%, score 4 is 23% and score 5 is 67%. This shows that the training material is useful and meets the needs of the training participants. In indicators relevant to the job, the percentage for scores 1, 2, and 3 is 0%, while score 4 is 33% and score 5 is 67%. This shows that the training material is relevant material for use by training



participants in their work as educators. In the support performance improvements indicator, the percentage for scores 1 and 2 is 0%, score 3 is 5%, score 4 is 24% and score 5 is 71%. This shows that training materials can support training participants in improving their performance as educators. According to the time available indicator, the percentage for scores 1 and 2 is 0%, score 3 is 5%, score 4 is 28% and score 5 is 67%. This shows that the training material provided is appropriate to the time available. The goals to be achieved are clear indicators, the percentage for scores 1, 2, and 3 is 0%, score 4 is 38% and score 5 is 62%. This shows that the training material provided is by the objectives to be achieved in the training carried out. The overall average percentage for training materials, namely scores 1 and 2 is 0%, score 3 is 2.9%, score 4 is 34.4%, and score 5 is 62.7%. This shows that the training material provided is good. Training materials are informative, easy to understand, useful, according to needs, according to the time available, and by the goals to be achieved.

The results of the evaluation of training facilities and implementation include several indicators, namely consumption, environment, implementation schedule (date and duration), as well as the relationship between the committee and participants. The results of the training participants' responses are shown in Table 3.

**Table 3.** Teacher Responses to Training Facilities and Implementation

Indicator	Score				
	1	2	3	4	5
Consumption	0	0	0	24%	76%
Environment	0	0	0	43%	57%
Implementation schedule (date and duration)	0	0	0	38%	62%
Relationship between committee and participants	0	0	0	43%	57%
Average	0%	0%	0%	37.0%	63.0%

Table 3 shows the results of teachers' responses to the facilities and implementation of training. In the consumption indicator, the percentage for scores 1, 2, and 3 is 0%, while score 4 is 24% and score 5 is 76%. This shows that the training consumption has been provided well. In environmental indicators, the percentage for scores 1, 2, and 3 is 0%, score 4 is 43% and score 5 is 57%. This shows that the training atmosphere was comfortable and conducive during the training. In the implementation schedule indicator (date and duration), the percentage for scores 1, 2, and 3 is 0%, score 4 is 38% and score 5 is 62%. This shows that the training was carried out according to the predetermined schedule. Finally, in the relationship between committee and participants indicator, the percentage for scores 1, 2, and 3 is 0%, score 4 is 43% and score 5 is 57%. This shows that there is a good relationship between the committee and participants during the training process. The overall average percentage for training facilities and implementation, namely scores 1, 2, and 3 is 0%, score 4 is 37%, and score 5 is 63%. This shows that training facilities and implementation are available and implemented well starting from consumption, environment, implementation schedule, and the relationship between the committee and participants.

## Discussion

Evaluation provides an overview of teachers' understanding of the concept, their ability to adapt teaching methods, and the extent to which students respond positively to the approach (Putri, 2014; Rizal et al., 2020). By conducting an evaluation, the organizers can identify the extent to which the teachers can implement the concept of differentiated learning in their daily practice. The evaluation of the differentiated learning training program hoped that can provide an in-depth view of differentiated learning programs, contribute to future program development, and serve as a guide for improving the quality of mathematics learning in Lebak Regency.

Based on Figure 2, shows that the teachers who took part in the differentiation learning program training at MGMP Mathematics Sub Rayon 2 Lebak Regency were satisfied with the training that had been implemented. Through this training program, teachers are expected to be able to implement differentiated learning well, especially in Mathematics subjects. Differentiated learning is learning that gives students the freedom to increase their potential by the student's learning readiness, interests, and learning profile. Through differentiated learning, every student is facilitated to develop their best potential.

Potential has the same meaning as natural, basic abilities that are possessed and have a tendency to develop. Student potential is the capacity or ability and characteristics or traits of individuals related to human resources that have the possibility of being developed and/or supporting the development of other potentials contained within students (Mumpuni, 2017). Each student or learner will have different and varied potential, including physical potential, personality, religion, interests, and morals. Physical potential is things related to physical strength and fitness, the proportion of physical growth and development, as well as psychomotor development and skills. The ability to regulate emotions, leadership, interaction, communication adaptability to the environment, responsibility, morals, and religion are things related to personality potential. Meanwhile, intellectual potential is things related to individual intelligence, whether general intelligence, academics, creativity, or special talents or abilities possessed.

In this regard, many educators do not realize that each student has a different potential in mastering a subject. This in itself causes educators to generalize their students with the same potential, thus closing or even killing the potential that exists within these students. This means that educators are too quick to judge students as incapable, helpless, and unable to develop. Therefore, educators need to have the ability to design learning so that they can design and implement learning according to the characteristics of their students through differentiated learning (Wulandari, 2022).

This is reinforced by research by Rohiani & Mukminah (2023) which suggests that several things need to be improved from the implementation of student-centered (differentiated) learning, namely: a) completeness of materials, media, teaching aids, and assignments or lessons given to participants students should be varied according to students' needs to increase students' focus and learning motivation, b) there needs to be assessment data and identification records of students with special needs, as well as

reflecting what is good and what needs to be improved, c) implementing differentiated learning assessments is necessarily improved, as well as changes in teachers' mindsets which have not changed, therefore there is a need for awareness in implementing differentiated learning. So that children learn according to the needs of students, d) teaching materials/materials that vary according to student's abilities and needs so that they are more varied, mastery of CP, TP, ATP, and Modules and assignments are given to students should vary according to participants' needs students to increase students' focus and motivation to learn, e) provide opportunities to ask students questions, reflect, and accommodate what is good and not good to build students' character, f) try to find material in K13 or KKM in PMM so that it will produce a product/learning output that is by student abilities, g) providing teaching materials that vary according to ability so that it will produce learning products/output that is by student abilities, h) the need for supervision of educational participants who still often mock certain students.

Based on Table 1 shows that the training resource person masters the material, explains it clearly and is easy to understand, manages training time well, can interact with participants, provides motivation and feedback to participants, uses interesting training methods and tools, provides opportunities for training participants to participate, and answer participants' questions correctly and clearly. When holding a workshop or training, of course, you need resource persons who are competent in that field. Resource persons are an important part of holding a workshop or training event. The resource person will provide material that has been determined by the organizer related to the theme and objectives of the event. The general meaning of the source is sulking at one person. This person represents an individual institution or body that knows/controls information or is a source of information for notification purposes in the mass media or to the general public.

Several strategies for selecting resource persons at a workshop or training event are: (1) The resource persons can be taken from government agencies who currently hold positions in fields related to the workshop material; (2) Resource persons can be taken from industries related to fields related to the workshop material; (3) Resource persons can be taken from independent institutions with experience in fields related to the workshop material; (4) Resource persons must have experience in fields related to the workshop material; (5) The resource person must be a graduate of a related education in a field related to the workshop material; (6) Apart from being good at conveying theory, a resource person at a workshop event must also have expertise in conveying material in practical form (Perdana et al., 2020).

Table 2 shows that the training material provided is informative, easy to understand, useful, meets the participants' needs, is relevant to the participants' work, supports improving teacher performance, is appropriate to the time available, and is clear about the goals to be achieved. Good training material is the key to the success of a training or training held. Good training materials can help improve the quality of training participants, including teachers in MGMP activities. With quality educators, in the end, it will increase the potential and learning outcomes of students, as well as the quality of the school. For this

reason, effective training materials are needed, especially those that can help the teachers concerned, so that they can also be more effective and efficient in carrying out their work in education.

Table 2 provides a very positive picture of the training material presented, showing its informative nature, ease of understanding, and high usefulness. In the context of teacher training, relevance to the participants' work, support for performance improvement, and achievement of clear training objectives are key factors. The importance of good training materials as the key to successful training or professional development cannot be ignored. By providing materials that meet the needs of participants, especially teachers involved in MGMP activities, we can make a significant contribution to improving the quality of training participants.

Effective training materials not only provide direct benefits to trainees but also impact the overall quality of education. By focusing on improving teacher performance through appropriate materials for the time available, we can help teachers become more effective and efficient in carrying out their duties in the field of education. Improving the quality of schools is possible through increasing the potential and learning outcomes of students which are directly related to the quality of education implemented by educators.

By understanding that good training materials are the main key to success, steps for developing better materials must continue to be improved. Efforts to design more effective and relevant training materials must continue to be made so that teachers can implement the knowledge and skills they have acquired optimally. In this way, we can create a better educational environment, where teachers can become agents of change who have a positive impact on student learning outcomes and the quality of education in general.

The difference between good or effective training material and ineffective training material can be seen in the output produced from the training itself. If after completing the training, educators can work better, according to the training material they followed, then the training material can be said to be quite good or effective. However, if educators do not show an increase in performance after attending training, then it could be that the training material they receive is not very good. Good training material is not only seen from what is conveyed during the training but also from how it is delivered to participants. It is not uncommon for there to be training that, judging from the material presented, is quite good. However, because the delivery method was less effective, the participants ended up feeling sleepy during the training.

Training for educators is held to improve their quality. Therefore, the training material provided must have the aim of broadening their horizons, so that they can be more professional in their field of work. In general, the benefits of good training materials are those that can help educators so that their skills increase in line with developments and changes in time and technology so that they become more competent in their field of work, can solve problems or obstacles experienced in their field of work, and become more responsible for the development and progress of the school where they work.

In general, to be able to create good training materials you need to do several things. First, observe the educators who will be the training targets, such as their performance, problems, work culture, or others. This observation needs to be done to find out what educators need. After knowing the problems faced by educators, you can immediately determine what form of training should be held. Apart from that, appropriate training materials can also be created, according to the problems being faced. The training material can state what is expected of educators, especially in their field of work. For example, material about the skills they need, or new technology that can help them improve their performance. The training material presented must be relevant to the training objectives and company needs.

Table 3 shows that the facilities and implementation are good starting from consumption, environment, implementation schedule, as well as the relationship between the committee and participants. Facilities support the success of the training. Through adequate facilities, training participants can comfortably and safely participate in the training being carried out. Trainees can focus on taking part in the training without worrying about consumption, an uncondusive or noisy environment, punctuality, and so on. This is what will ensure that the training material can be absorbed well by the training participants.

Overall, the training participants thought that the differentiated learning program training was very useful because it could increase their knowledge of material that is appropriate to current needs. This activity is very good and good for developing learning knowledge, especially differentiated learning methods which must be implemented in the current Kurikulum Merdeka, as well as developing the competence of a teacher.

As for suggestions and input for improving and improving further training, namely carrying out continuous training, improving both the facilities and the activity of trainers in communicating with participants to make it more exciting and interesting, providing modules or printouts of material for participants, holding similar training on the topic of how to prepare lesson plans differentiation, modules, and others, as well as improving facilities such as focus screens which are also provided on the left, right and rear so that they can be seen by all participants.

This is in line with the findings of [Rohiani & Mukminah \(2023\)](#) in terms of support provided by mentors to improve the implementation of differentiated learning, namely: a) the implementation of coaching and mentoring needs to continue, b) showing several sources of teaching materials/teaching materials, c) providing links student and teacher reading books to be read and studied, as well as used as a learning resource to support the learning process, d) show references to teaching materials and examples of appropriate assignments, exemplify the application of strategies and classroom management, e) supervisors provide support and motivation and increase coaching, give permission to all teachers to always actively participate in training to increase teacher competency and f) try to find material in K13 or KM textbooks, g) increase the number of teaching media, h) supervise students who often mock certain students.



## D. Conclusion

The results of the evaluation of this training program show that differentiation learning training activities have been implemented well at MGMP Mathematics Sub Rayon 2 in Lebak Regency. This is proven by the level of teacher satisfaction in participating in the training, the majority of which are at scores 4 and 5, namely agree and strongly agree. Likewise with resource persons, materials, as well as facilities and training organization.

Training and mentoring are methods that can be used to increase understanding and abilities. Therefore, there are several implications given. First, training must be continuous. This is because the training provided in a short period is not fully optimal in achieving the expected goals. Through continuous training, the results of the initial training evaluation can be used as a basis for improving subsequent training. Apart from that, improving trainer facilities and activities in communicating with participants is also very necessary. This is to support participant comfort and interactive activities. Finally, providing modules or printouts of material for participants is also important. This can be a guide for participants during the training. Participants can re-read the module if they forget the material they have received at any time.

Learning training is very useful, especially for teachers in developing and implementing effective and efficient learning processes. Therefore, differentiated learning training should be implemented by each educational unit to support the implementation of the Independent Curriculum and improve teacher performance and competency. Apart from that, after training, an evaluation should be carried out to improve the quality of subsequent training.

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