

Differentiated Learning in Reading Comprehension in Class V

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Abstract.

The purpose of this study is to define the influence of differentiated learning strategies in reading comprehension learning in fifth-grade. This research was carried out in one of the State Elementary Schools in Garut Regency with the number of students in class V as many as 32 people. The research method used is qualitative descriptive. At the beginning of the meeting, data was obtained that only 9 out of 32 students or 28% were able to read with clear pronunciation and intonation according to punctuation and understand the content of the reading and retelling, the rest were 23 students or 72% who had not mastered the information from the books they read. Researchers using differentiated learning strategies can improve students' reading comprehension skills. The differentiation strategy used is to differentiate students' learning readiness in reading comprehension by mapping the learning needs of students in reading comprehension, then choosing reading materials by learning needs of students. The results of the study showed a significant improvement obtained after implementing differentiated learning strategies. As a result of this activity, data was obtained as many 30 students who were able to rewrite the content of the readings they read and only 2 of the students were not able to rewrite what they read

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INTRODUCTION

Reading skills have a very important role because reading will provide broad insight into many things (Sekolah, 2019). Reading allows a person to improve his thinking ability, sharpen his vision and broaden his horizons (Putri et al., 2023). Since all information and knowledge is acquired through reading activities, the ability to read is essential to one's success (Rohman et al., 2022).

Students' reading skills can improve their critical thinking skills because they acquire new vocabulary, acquire new information and knowledge from various reading sources, analyze data, make arguments, and draw conclusions (Velez Parrales, 2023).

Students' learning outcomes are influenced by their mastery of reading skills. Students who are not able to read well will have difficulty participating in learning activities in all subjects. They will also have difficulty understanding and capturing the information presented in various textbooks, supporting materials, and other written learning resources (Hoerudin, 2023).

Reading comprehension is the ability of learners to understand what they read. This includes their ability to understand the meaning of words, the meaning of sentences, the main content of paragraphs, and the content of the readings (Laily, 2014).

According to other research, reading comprehension means understanding the content of the reading which is a representation of the author's thoughts, ideas, and opinions. Reading texts create a relationship between the reader and the writer through an intermediary. This is done

carefully to get a better understanding of the content of the story. Primary school students reach an interpretive level of comprehension, which means they are able to read, but are not yet able to understand the information contained in the text (Faizah & Kamal, 2024). Ideally, the higher the grade level, the more complex the reading comprehension.

Based on the results of the latest PISA (Programme For International Students Assessment) Indonesian literacy results increased by 5 positions compared to PISA 2018, this shows the resilience of the education system in Indonesia in overcoming learning loss due to the pandemic (Pisa 2022 Dan Pemulihan Pembelajaran Di Indonesia 5, 2023). However, our country is still in the lowest position among other countries and more efforts are needed to improve literacy skills.

A study conducted by the author at one of the State Elementary Schools in Garut district showed that class V students still had a low level of comprehension in reading. The results of the study showed that the lack of reading ability of students was characterized by their lack of understanding of reading. This can be seen when students are asked about what stories they read, and how they are confused and have to re-read what they have read. After observing and carrying out reading tests one by one, data was obtained from 32 students of class V, only 9 students or 28% were able to read with clear pronunciation and intonation according to punctuation and understand the content of the reading and retelling, the rest were 23 students or 72% had not mastered the information from the books they read.

Several factors, including teachers and students themselves, contribute to students' low ability to read comprehension. Various efforts are needed to improve students' reading comprehension, which of course is inseparable from the learning strategies carried out by teachers in the classroom. The strategy used by teachers is still conventional is one of the causes of students' low ability to read (Yusuf, 2021).

In literacy habituation activities, so far students are given readings which are then told to read silently followed by answering questions related to the readings given. As a result, it is not uncommon for students to become bored and pay less attention. In addition, the availability of reading books read by students is limited and often not appropriate to their abilities. Meanwhile, in reading habits, students are asked to read non-textbook books, such as novels, short stories, comics, folklore, or picture stories. The purpose of this activity is to encourage students' interest in reading (Pratama, 2022).

In line with its development, in 2020 Indonesia developed a new curriculum called the Merdeka Curriculum. Many learning models are applied in each curriculum. Likewise with the Independent Curriculum, the Independent Curriculum is a student-centered curriculum and one of the characteristics of this curriculum is differentiated learning (Yenti et al., 2024).

Differentiated learning is a student-focused approach to learning where students receive an education tailored to their needs and interests (Dewi Kusuma et al., 2022). The differentiated learning model is different from the individual learning model that is often used to teach students with special needs. Learners can study in larger or smaller groups, or they can even study independently (Sarnoto, 2024).

Still according to Sarnoto, it is stated that differentiated learning is an approach in the teaching and learning process that pays attention to individual differences between students, both in abilities, interests, and learning styles. Based on this, differentiated learning is an important approach to overcome today's educational challenges because it allows to meet the unique needs and potential of each learner (Sarnoto, 2024).

Differentiated learning is an effective teaching approach that allows each student in the same classroom to learn in different ways (Amalia et al., 2023)

In differentiated learning, it begins with mapping student learning needs, one of which is mapping student learning needs in accordance with student learning readiness, the goal is to modify the level of difficulty in learning materials, so that it is ensured that students meet their learning needs. Differentiated learning not only pays attention to the readiness of students, but also the students' learning interests (for example, interest in art, sports, science, music, mathematics, etc.) and aspects of the learning profile of students such as students who prefer to learn in kinesthetic, audio, visual, and other ways (Purwowidodo & Zaini, 2023).

The implementation of this differentiated learning makes students feel noticed, more valued, and challenged to learn. Content that aligns with learning readiness, an engaging process, and a challenging product will enhance students' motivation to learn (Mahfudz, 2023).

It is important for educators to have the ability to design learning, so that they can design and implement learning according to the characteristics of their students (Ade Sintia Wulandari, 2022).

The purpose of this study is to describe how differentiated learning strategies can improve the reading comprehension ability of Fifth-grade elementary school students in literacy activities in elementary schools, both in the reading habituation stage, development stage, and classroom learning. The results of this study are expected to be a reference for educators and various parties in increasing the quality of teaching by applying a differentiated learning approach.

METHODOLOGY

This study is a case study carried out on class V students at one of the State Elementary Schools in Garut district in the 2024/2025 school year with a total of 32 people. This research was carried out in 6 meetings using a qualitative approach with a descriptive method. The descriptive method in qualitative research produces rich and in-depth data. This includes interviews, observations, and field notes that provide a clearer picture of the reading comprehension process. Sampling of data sources was carried out by making an instrument for mapping students' learning needs and then conducting a reading test for each student, observation and question and answer.

Qualitative research is a type of research that prioritizes emphasis on processes and meanings that are not tested, or measured precisely with data in the form of descriptive data. In this study, the events that are heard, felt and made in narrative or descriptive statements are described. This type of research has natural characteristics or is set as it is from the phenomena that occur in the field that focus on its quality (Strauss & Corbin, 2003). Therefore, the author chose this research method. The descriptive method in qualitative research carried out is in the form of interviews, observations, and field notes that provide a clearer picture of the reading comprehension process.

RESULTS AND DISCUSSION

This research is a case study carried out on class V students at one of the State Elementary Schools in Garut district in the 2024/2025 school year with a total of 32 people where there are 9 students or 28% who are able to read with clear pronunciation and intonation according to punctuation and understand the content of the reading and retelling, the rest are 23 students or 72% have not mastered the information from the books they read. This research is based on these problems. From these problems, reflection and evaluation are carried out to design and implement a learning strategy in order to improve students' reading comprehension skills. This research began in the second week of September 2024, September 10, 2024 to be precise. This research lasted for 6 meetings every Tuesday and Wednesday with a duration of 1 hour of lessons at each meeting. At the beginning of the meeting, a reading test was carried out for 32 grade 5 students and obtained the results of 9 students or 28% who were able to read with clear pronunciation and intonation according to punctuation and understand the content of the reading and retelling, the rest were 23 students or 72% had not mastered the information from the books they read. This can be seen from the inability of students to answer basic questions about the material they read.

Meanwhile, the achievements of Indonesian learning in reading comprehension can be seen in the following table,

Table 1. Indonesian Learning Outcomes for Class V (Kemendikbudristek, 2024)

Elemen	Capaian Pembelajaran
Read	Students are able to read words with various letter combination patterns fluently and beautifully and understand new information and vocabulary that has denotative, literal, connotative, and figurative meanings to identify objects, phenomena, and characters. Students are able to identify the main ideas of the descriptive text, narrative and exposition, as well as the values contained in the literary text (prose and poetry, poetry) from the text and/or audiovisual.

This research is based on these problems. From these problems, reflection and evaluation are carried out to design and implement a learning strategy in order to improve students' reading comprehension skills.

The first stage carried out by the researcher in designing differentiated learning is to map the learning needs of students based on their learning readiness in reading comprehension by grouping students based on their reading ability. The goal is to make it easier for researchers to provide appropriate learning services for each student. From these stages, the following data were obtained;

Table 2, Students' learning readiness in reading comprehension

Able to Read and Understanding the content of the reading	Able to read but not yet able to understand the content of the reading	Not yet Read
9 students	18 Peserta Didik	5 Peserta Didik

Based on the table, it is known that only 9 students or 28.1% are able to read with clear pronunciation and intonation according to punctuation and understand the content of the reading and retelling, the rest are 19 students or 59.4% have not mastered the information from the books they read and 4 students or 12.5% have not read fluently.

After mapping the learning needs of students based on their learning readiness in reading comprehension, the next stage in designing differentiated learning is to provide reading materials that are in accordance with the students' learning readiness. The books provided are children's novels, collections of folklore and collections of short stories without pictures or just a few pictures for students who are able to read and understand the content of the reading, comics and readings of children's story collections that have more pictures for students who are able to read but are not yet able to understand the content of the reading, and picture story books with larger letters for students who are not fluent in reading. The selection of the book is presented in the following table;

Table 3. Reading Books According to Students' Learning Readiness in Reading Comprehension

Able to Read and Understanding the content of the reading	Able to read but not yet able to understand the content of the reading	Not yet Read
children's novels, folklore collections and short story collections without pictures or just a few pictures	comics and reading collections of children's stories that have more pictures	Picture storybook with larger letters

Next is to apply a differentiated learning design in reading students' comprehension in literacy activities in elementary schools. In learning activities, students are given reading materials according to their learning readiness. From table 2 above, as many as 9 students were given children's novels, collections of folklore and collections of short stories without pictures or just a few pictures; 19 students were given comics and readings of children's story collections that had more pictures and 5 students were given picture story books with larger letters. This stage lasted for 3 meetings.

In the second to fifth meetings, at the end of each meeting in the literacy activity, reflection and evaluation were carried out through questions and answers about the content of the books read by the students. The question and answer began by asking questions related to the identity of the reading that the students read, such as; title, setting (place, time), characters and storyline. In the question and answer activity, it can be seen that the progress of the change in the reading level of the students can be seen. An overview of the students' reading comprehension progress can be seen in the following table,

Table 4. Reading Development of Students

Activity	Able to Read and Understanding the content of the reading	Able to read but not yet able to understand the content of the reading	Not yet fluent Reading
The first meeting	9	18	5
The second meeting	12	16	4
The third meeting	16	13	3
The fourth meeting	21	8	3
The fifth meeting	28	2	2

From the table above, it can be seen that the level of reading development of students has progressed in each meeting. In the first meeting when the reading test was carried out on

students, it was known that as many as 9 students or 28.1% were able to read with clear pronunciation and intonation according to punctuation and understand the content of the reading and retelling, the rest were 19 students or 59.4% had not mastered the information from the books they read and 4 students or 12.5% had not been fluent in reading.

In the second to fifth meetings, after being given reading comprehension learning services according to students' learning readiness through differentiated learning strategies, there was an increase in students' learning progress.

The increase in reading comprehension progress of students in the second meeting in students who are able and fluent in reading increased by 3 students to 12 students, students who are able to read but are not able to understand the content of reading are reduced to 16 students and students who are not fluent in reading are reduced to 4 students.

In the third meeting, the number of students who were able to read increased by 4 students to 16 students, the number of students who were able to read but were not able to understand the content of the reading decreased to 13 and the number of students who were not fluent in reading decreased to 3 students.

In the fourth meeting, students who are able to read fluently increased by 5 students to 21 students, students who are able to read but are not able to understand the content of the reading decreased to 8 people and students who are not fluent in reading remain 3 students.

In the fifth meeting, students who were able and fluent in reading increased by 7 students to 28 students, students who were able to read but were not able to understand the content of the reading decreased to 2 people and students who were not fluent in reading decreased to 2 students.

At this fifth meeting, the process of improving students' reading comprehension has begun to be seen. There was a significant increase, where the number of students who were able to read with clear pronunciation and intonation according to punctuation and understand the content of the reading and retelling was 28 students or 87.5% and students who had not mastered the information from the books they read were 4 students or 12.5%. In addition, at this fifth meeting, students also began to get used to carrying out literacy activities before learning activities began.

At the sixth meeting of literacy development activities, this reading habit activity developed even more, not just asking questions and retelling the content of reading, but students began to be directed to rewrite what they read. The technique used by the researcher in this activity is using the fishbone image media technique. The following is a picture of fishbone media in reviewing the content of students' readings,

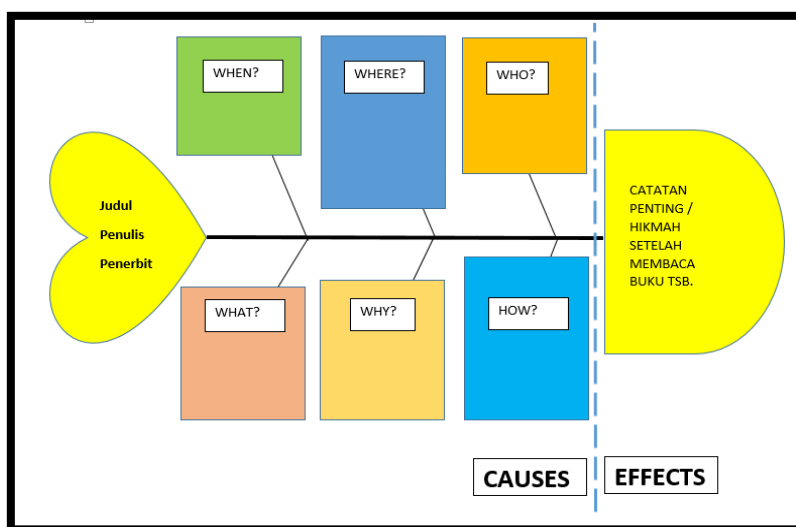
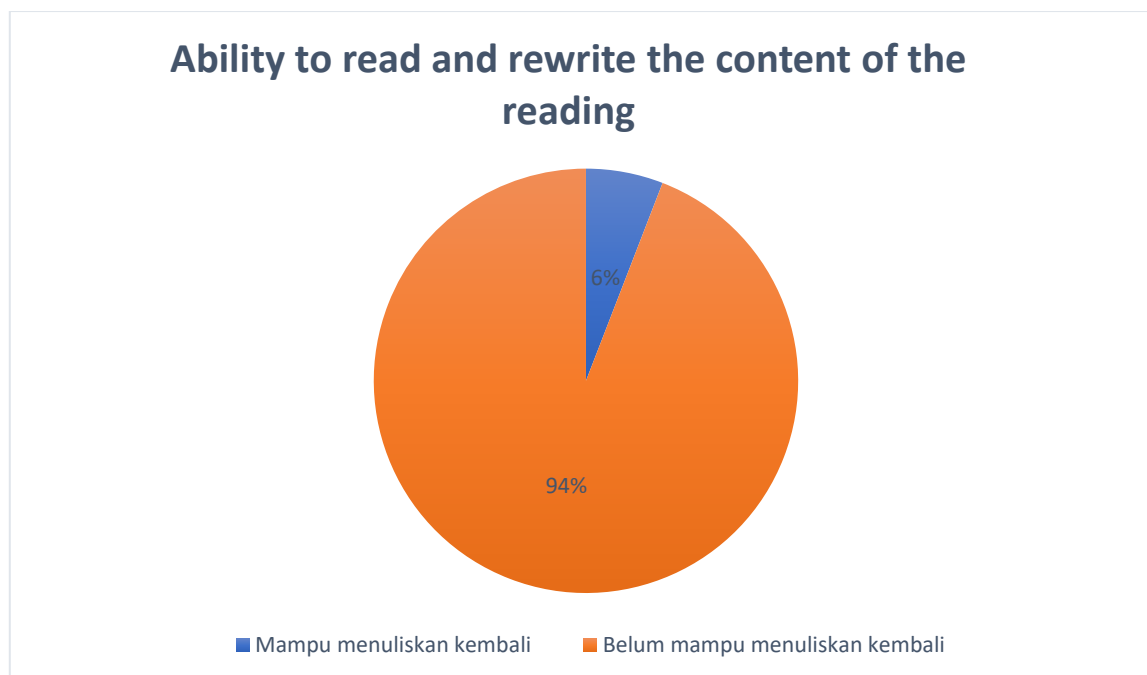


Figure 1. Review the Fishbone Technique (Pratama, 2022)

The image above is a pattern of rewriting the content of the story read using the fishbone technique. In the tail section, the identity of the book is written such as the title of the book, the name of the author, the publisher, the number of pages and the year of publication. Meanwhile, in the fishbone content section, the content of the story or review of the reading is written, including: what, who, when, where, how and why. And at the head there are important notes obtained after reading the book.

In the three fishbone sections, the content section is a very important part because it is the most basic thing in taking information from reading and is an indicator of the success of grade V students at school in reading comprehension activities.

As a result of this activity, data was obtained as many as 30 students who were able to rewrite the content of the readings they read and only 2 of the students were not able to rewrite what they read.



Graph 1. Reading Ability and Rewriting Reading Content

Based on the graph above, it can be seen that learning reading comprehension in the literacy of students using differentiated learning strategies by mapping students according to their learning habits in reading comprehension can be said to be successful. Therefore, after this stage of literacy development, it can be continued with strengthening activities through learning activities in the classroom.

Before implementing the differentiated learning strategy, a case study carried out at one of the elementary schools in Garut Regency showed 32 students in class V and obtained the results of 9 students or 28% who were able to read with clear pronunciation and intonation according to punctuation and understand the content of the reading and retelling, the rest were 23 students or 72% had not mastered the information from the books they read. This can be seen from the inability of students to answer basic questions about the material they read. From these problems, the researcher then designed a reading comprehension learning strategy using differentiated learning which began by mapping the learning needs of students based on their learning readiness in reading comprehension, then choosing appropriate reading materials and using fishbone techniques in rewriting stories from the reading materials they read.

The process of implementing this differentiated learning strategy in the initial stage is carried out when carrying out Indonesian learning activities by using 1 hour of learning in each Indonesian lesson schedule on Tuesday and Wednesday.

The first stage was carried out by taking a reading test for students one by one, as well as conducting questions and answers. This activity is intended to map students' reading skills.

The next stage is to select and provide reading books according to the students' reading level ability. And implement a reading habit program.

Based on the results that have been described previously, differentiated learning strategies have succeeded in improving students' reading comprehension skills. The learning strategy is differentiated in learning readiness, namely selecting and sorting reading books that are in accordance with the student's ability. Students who were not fluent in reading became fluent readers, students who were unable or still confused about answering questions became able to answer questions about the content of the book, students who were initially unable to understand the content of the book became more understanding of the content of the book. This can be seen from the number of 30 students out of a total of 32 students, namely 88% of students can answer and make reviews or book reviews. In this case, students can answer basic questions such as what, who, when, where, why, and how. Students also become more aware of the identity of the book such as the author, the title of the book, the number of pages, and the year of its publication. In addition, students can write down the wisdom from the reading material they have read.

Differentiated learning strategies by grouping students based on their learning readiness in reading comprehension can be an effective way to improve reading comprehension skills, as well as in the development of literacy in elementary schools. Differentiated learning does not mean discriminating against students, but providing learning services according to the learning needs of students (Tomlinson, 2014).

From the above, it can be said that the application of differentiated learning strategies can be applied in school literacy development programs. Mapping the reading ability level of students, selecting and sorting reading books that are in accordance with the student's ability level into strategies or ways to make students love reading, to improve their reading comprehension. This is also an important stage in carrying out thematic learning in the classroom. Knowing the learning readiness of students, learning interests, and learning profiles is needed or must be understood by teachers in building the learning process, because by knowing the learning readiness, interests, and student profiles, teachers can more easily provide material that is in accordance with the students' abilities which are certainly different from each other.

Furthermore, after knowing that students' reading comprehension increases in reading habituation activities through differentiated learning strategies, the next stage is to apply literacy in classroom learning. At the learning stage, literacy strengthening also continues to develop not only limited to reading, but also making reviews or book reviews, to retelling the content of the books they read. This activity includes activities that support students' understanding of the reading material they have read. In this case, the process of learning and

reading books is also growing. Students are used to reading from ebooks, not only from printed books at school.

In addition, differentiated learning strategies in literacy strengthening activities also make students more enthusiastic about learning. This can be seen during reading habits, and also asking questions and answers with students about what they feel during reading or learning activities. Students feel free, do not feel burdened because they read books or study according to their ability level. Students do not feel afraid or worried about what they learn, it will be difficult and eventually students feel left behind in the lesson. From the above, important learning is obtained, namely adjusting the subject matter according to the needs and abilities of students into something that must be mastered and done by every teacher at school. Learning something according to students' interests, profiles, and abilities will have a great impact on the learning outcomes that will be achieved.

Planning learning that is in accordance with the needs of students is in line with the concept of differentiated learning, which in essence is that the learning process, planning, implementation, and evaluation are indeed in accordance with the needs and ability levels of students, although there are still obstacles in the field in terms of meeting or providing books that are in accordance with the needs and abilities of students. There is a lack of variety of non-lesson reading books or books that can attract students' interest in reading. Most books are still non-fiction or learning support books with heavy material, not fiction books such as comics, children's novels, short stories, or legend stories that can make children more interested in reading. However, the above obstacles are not a barrier to continuing to map, select, and utilize books that are in accordance with students' reading abilities and levels, then implement them in a habituation program in literacy development in schools.

In addition to improving reading comprehension, differentiated learning in literacy strengthening activities has also succeeded in increasing students' reading ability or reading endurance. This can be seen from the condition of the classroom that is not rowdy when the reading habit activity is carried out, students feel included in the reading material they read. The increase in students' reading ability or reading endurance is also caused by reading materials that are indeed in accordance with the abilities and needs of the students. Students who initially only lasted 5 to 10 minutes when reading books, became 15 to 30 minutes without rowdy when reading. This condition shows that students are not only interested in the book they are reading, or students understand what they are reading, but also students can enter into the storyline in the book they are reading. The result is certainly positive, namely that the reading endurance of students is getting longer, meaning that students.

Thus, the differentiated learning approach strategy in the context of learning readiness is able to

improve the reading comprehension literacy skills of grade V students in one of the State Elementary Schools in Garut Regency This can also be seen from the increase in the percentage before using differentiated learning and after using differentiated learning strategies which increased significantly.

CONCLUSION

Based on the results of the research and discussion, it was concluded that differentiated learning can be a new strategy in literacy strengthening activities both at the habituation stage, development, and learning stage which has an impact on increasing students' reading comprehension. This can be seen before using differentiated learning only a few students are able to understand the content of the reading, but after implementing the differentiated learning strategy, namely mapping, selecting and sorting reading materials that suit the needs and reading ability of students, students' reading skills are increasing and honed, students become more able to understand the content of the books they read. After participating in differentiated learning, students who are able to answer questions about the books they read, and write reviews or review the books they have read.

In addition, students' reading ability or reading endurance also grew to be longer, which initially only lasted between 5 to 10 minutes, to 15 to 30 minutes. The reading ability of these students can be seen from the reading habit activities carried out, where the classroom atmosphere is not rowdy, students are seen entering the reading books they read. Questions and answers, discussions, and evaluation results showed that there was an increase in percentage after using differentiated learning strategies. Students become fluent in reading, students are able to answer questions about the content of the book they read. Students are also able to make book reviews and convey or present the results of their work in front of the class.

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