

## APPLICATION OF DIFFERENTIATION LEARNING THROUGH A PROBLEM APPROACH BASED LEARNING TO IMPROVE THE Civics LEARNING ACTIVITIES OF CLASS IV STUDENTS MIN 1 KERINCI

**Wisnarti**

*MIN 1 Kerinci*

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### ABSTRACT

Low student learning activities need a strategy carried out by the teacher, this study aims to increase student learning activities in Civics subject the subject of Pancasila as the Value of Life. This study uses differentiated learning by implementing Problem Based Learning learning. This research is a classroom action research which is divided into two cycles. Each cycle consists of planning, implementing actions, observing, evaluating, and reflecting. The research was conducted on odd semester IV grade students at MIN 1 Kerinci for the 2022/2023 academic year with a total sample of 16 people. As for the results of the research conducted on 16 students, in pre-cycle activities the number of students who were in the active category were only 3 students (18.75%), while students who were less active were 13 students (81.25%), in cycle I students experienced an increase in the number of students who were active 7 students (43.75%) while students who were less active were 6 students (37.5%), and students who were quite active were 3 students (18.75%) Then in cycle II this experienced a very significant increase compared to the previous cycle, namely an increase in the number of students who were active, 13 students (81.25%) while there were no less active students and 3 students who were quite active (18.75%). This research shows that the application of differentiated learning by implementing Problem Based Learning learning can increase student activity in learning Civics on the subject of Pancasila as the Value of Life in odd semester grade IV at MIN 1 Kerinci in the 2022/2023 Academic Year

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### Keywords

Differentiated,  
Learning activity,  
*Problem Based Learning*

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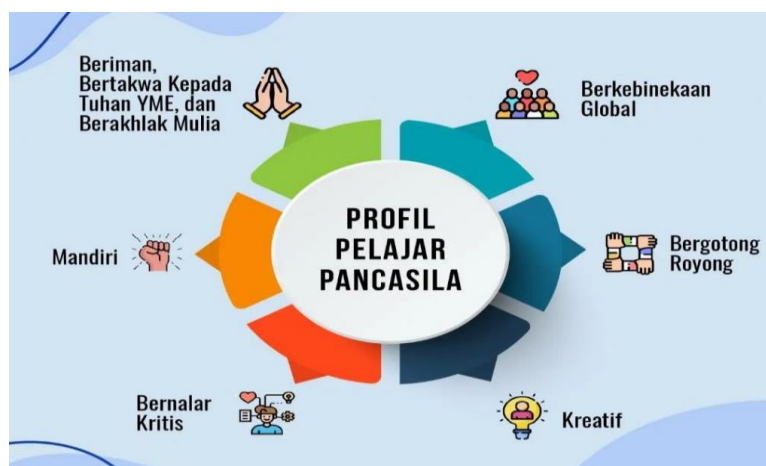
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## INTRODUCTION

Education is an effort or activity that is deliberately carried out to form people who are moral, knowledgeable, love their country and obey God Almighty. Improving the quality of education in schools cannot be separated from the learning process in the classroom which results in interactions between teachers and students. Teachers play an important role in education and teaching at school. Teachers can integrate a number of skills to convey learning messages in the hope that the learning messages can be accepted by students so that changes in behavior occur himself.

Schools as formal educational institutions are required to carry out a good and optimal learning process so that it can produce the nation's young generation who are intelligent, skilled, and high morals. As for The objectives of education in Indonesia are as stated in the Law

concerning the National Education System No. 20 of 2003 Chapter II Article 3 which reads: National Education functions to develop abilities and form the character and civilization of a nation with deep dignity in order to make the nation's life more intelligent . Improving the quality of education is an integrated part of efforts to improve human quality. To achieve quality education, students' enthusiasm for learning and optimal learning methods and learning strategies are required.



*Figure 1.1 Pancasila Student Profile*

The Pancasila student profile acts as the main reference that directs education policy, including being a reference for educators in building the character and competence of students to develop attitudes, 1) have faith, fear of God Almighty, and have noble character, 2) independent, 3) working together, 4) global diversity, 5) critical reasoning, and 6) creative. The six dimensions of the Pancasila student profile need to be seen as a whole as one unit so that each individual can become a lifelong learner who is competent, has character and behaves in accordance with the values of Pancasila.

Pancasila and Citizenship Education (PKn) prepare students to be able to play a role as a good citizen, namely a citizen who is intelligent, skilled and character and loyalty to the nation and state of the Republic of Indonesia with reflect it in the habit of thinking and acting in accordance with Pancasila and the 1945 Indonesian Constitution. Yusnawan Lubis & Dwi Nanta Priharto ( 2021:2 ) The main focus of Civics subjects can develop students' abilities : Think critically, rationally and creatively in dealing with various problems citizenship.

Observation results in Class IV MIN 1 Kerinci obtained information that students' learning activities in following lessons at class is still not active . This is because learning is

still dominated by teachers. Interaction between teachers and students is not optimal, causing a lack of student participation in the learning process. Then when the teacher explains that there are still many students who are indifferent, engrossed in their own activities, for this reason it is necessary to implement a learning model that makes students more active in the learning process.

Based on the background description above, the formulation of the problem that will be studied in this research is how to improve student learning activities through the application of differentiated learning with the *Problem Based Learning* learning model . (PBL) for class IV students at MIN 1 Kerinci

### **Civics Learning**

Citizenship Education (PKn) in SD/MI has important meaning for students in the formation of personal citizens who understand and are able to carry out rights and obligations to become intelligent, skilled and Indonesian citizens character mandated in Pancasila and the 1945 Constitution (Ministry of National Education, 2006:97-104).

Citizenship Education (PKn) has a strategic role and important, namely in forming students and attitudes in everyday behavior, so they are expected to be able to think critically and become a better person.

According to the Ministry of National Education (2006:49) the aim of Civics learning is to provide the following competencies:

- a. Think critically, rationally and creatively in responding to issues k citizenship.
- b. Participate intelligently and responsibly, and act wisely aware in social, national and state activities.
- c. Develop positively and democratically to shape yourself based on the characters of the people in Indonesia so they can live together with other nations.
- d. Interact with other nations in a world-wide manner directly by utilizing information and communication technology.

The teacher's role is to equip and develop attitudes and moral values in oneself students in SD/MI are certainly very necessary. Citizenship Education (PKn) has a strategic role and important, namely in forming students and attitudes in everyday behavior, so that we hope to be able to become a better person.

Students in a class come from different backgrounds, have learning abilities, interests, or learn at different speeds, so their learning readiness is different.

Based on the analysis in above, researchers want to implement learning that is able to accommodate all students' needs, namely through differentiated learning with *Problem Based Learning (PBL)* learning model.

### Differentiated Learning

Faiz (2022:13) explains that differentiated learning is learning created by the teacher to meet the learning needs of students in class which include learning readiness, interests and learning profiles.

In applying learning Differentiated teachers need to think about reasonable actions that will be taken later, because learning is differentiated No means learning by providing different treatment or actions for each student, as well as learning that differentiates between students who are smart and those who are less clever.

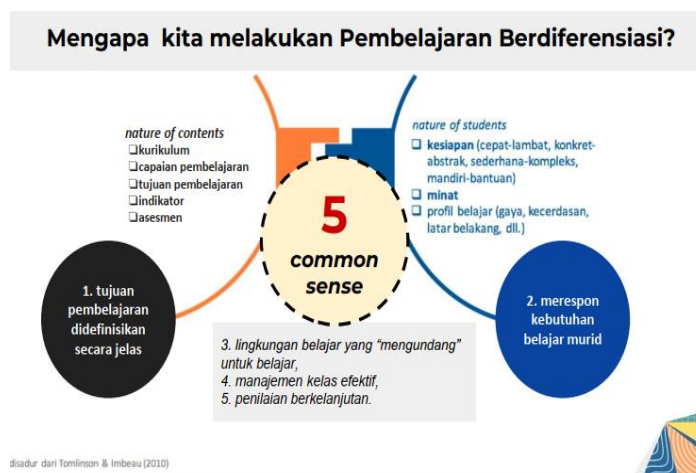


Figure 2.1 Differentiated Learning

Tomlinson (2001:1) says that It gives students multiple options for learning content that demonstrates their understanding, skills, and knowledge and express it in different products that suit their level of mastery. This thinking can be freely interpreted as that differentiated learning provides students with various choices for learning material content that demonstrates their understanding, abilities, knowledge and expresses them in different products/results according to their needs. levels his understanding. Differentiated learning is a form of effort in a series of learning that pays attention to students' needs in terms of learning readiness, students' learning profiles,

interests and talents Tomlinson, 2001 .

Oscarina Dewi Kusuma,. and Siti Luthfah in (2021: 9) Differentiated learning is a series of common *sense decisions* made by teachers that are oriented to student needs. The decisions made are related to:

1. Curriculum Which own objective learning Which defined in a way clear. It's not just teachers who need to be clear about learning objectives, but also their students.
2. How teachers respond or respond to their students' learning needs. How the teacher will adjust the lesson plan to meet the student's learning needs. For example, does he need to use sources Which different, method Which different, And assignment as well as evaluation different.
3. How teachers create a learning environment that "invites" students to learn and work hard to achieve high learning goals. How teachers ensure that every student in their class knows that there will always be support for them throughout the learning process they.
4. Effective classroom management. How do teachers create procedures, routines, methods that allow for flexibility, but also a clear structure, so that even though students carry out activities that may be different, the class can still run smoothly? effective.
5. Continuous assessment. How do teachers use the information obtained from the formative assessment process that has been carried out, to be able to determine which students are still behind, or vice versa, student which one has achieved the set learning goals first, and then adjust the learning plan and process.

There are three approaches to differentiated learning, namely content, process and product.

#### 1. Process differentiation

Process differentiation here refers to how students will understand or interpret the information or material being studied. Some ways that can be done in process differentiation learning are:

- a) Tiered activities where all students work to build the same understanding and skills, but are carried out with varying levels of support, challenge or complexity.

- b) Provide guiding/challenging questions: We can provide several guiding questions according to the student's ability level.
- c) Create individual agendas for students, namely teachers can create task lists containing general work for the entire class as well as work lists related to individual student needs.
- d) Varying students' study time, especially in terms of their learning readiness.
- e) Develop varied activities, where various learning styles, Visual, Auditory and Kinesthetic
- f) Use flexible groupings that suit readiness, abilities and interests

## 2. Product Differentiation

A product is something that has a form. It can be in the form of essays, writing, test results. Performances, presentations, speeches, recordings, diagrams and so on. Product differentiation includes two things, namely:

- a) Provide challenge and variety/variety
- b) Give students choices in how they can express their desired learning

## 3. Content Differentiation

Content is what we teach to students . Content can be differentiated in response to different students' readiness, interests or learning profiles or to a combination of these three. The community learning model in differentiated learning, where each member is a learner with a different way and style.

According to Unu Nurahman (2022) differentiated learning is a manifestation of student-oriented learning that is designed, implemented and assessed to meet individual student needs pay attention to readiness to learn ( *readiness* ), interest in learning ( *learning interest* ) and profile learning ( *learning profiles* ). Differentiated learning must be rooted in fulfillment students' learning needs and how teachers respond to these learning needs. This learning is learning that provides breadth and support to all students to develop their potential.

### **Learning activity**

Success during learning cannot be achieved just like that, efforts are needed, one of which is involving student activities. It is hoped that the activities carried out by students are useful and related to the learning process, both physical and non-physical activities.

Nanang Hanafiah ( 2012: 23) revealed several aspects involved in the student activity process, namely: " psychophysics, students, both physically and spiritually, so that accelerated changes in behavior can occur quickly, precisely, easily and correctly, both related to aspects cognitive, affective, and psychomotor " . One of the principles in learning is doing. That is why there needs to be activities in learning. There are various types of activities in learning that can activate students. According to Rusman ( 2013 : 395 ) " Students' activity-oriented learning can be carried out in various forms of learning activities, for example listening, discussing, role playing, making observations, conducting experiments, making things, compiling reports, solving problems and practicing doing something .

In other words, when a person is absorbing information, that is where learning generally occurs. However, in general, they are not really aware of how they absorb this information, through seeing (visual), listening and speaking (auditory) or practicing it (kinesthetic) so that the information received can last a long time in the students' feelings and memory.

Student learning activities at school are quite complex and varied. If these various kinds of activities can be created in schools, then schools will truly become centers of maximum learning activities so that they can improve student learning outcomes. In this study, the activities observed included *Visual activities, Oral activities, Listening activities, Writing activities, Drawing activities, and Mental activities.*

### **Problem Based Learning (PBL)**

*The problem based learning ( PBL ) learning model is learning that focuses on students as learners and on authentic or relevant problems that will be solved using all the knowledge they have or from other sources. Application of the problem based learning (PBL) model using Concrete media can be an effort to increase Civics learning activities . This is because the problem based learning (PBL) model raises problems as the first step in collecting and integrating new knowledge in Hadith Awalia Fauzia (2018:42)*

Problem-based learning is a learning method that begins with a problem to collect and integrate new knowledge. In an effort to solve these problems, students will gain the knowledge and skills needed for the problem the.

The teacher's role here is to monitor students' learning progress to achieve goals learning. The teacher is also tasked with directing students in solving the problems given so that they remain in the correct position.

The characteristics of *problem based learning* (PBL) are that it applies contextual learning, the problems presented can motivate students to learn, integrity learning is motivated learning with unlimited problems, students are actively involved in learning, work collaboration, participants Students have various skills, experiences, and various concepts.

The steps (Syntax ) in problem-based learning are as follows:

**Table 2.1. Syntax of the *Problem Based Learning Model***

Stages	Implementation
a) <b>Phase 1, Orientation of students to the problem</b>	Educators explain what the learning objectives are, how the learning process will be implemented, and motivate students to engage in problem solving activities that can be chosen. One learning model should be able to answer all the basic competencies to be achieved.
b) <b>Phase 2, Organizing students</b>	Educators help students define and organize learning tasks related to the problem (determine topics and tasks). The problem definition must meet the criteria of being authentic, clear, easy to understand, broad according to learning objectives, and useful.
c) <b>Phase 3, Guide investigation individual and group</b>	Educators help students to gather information appropriate, experiment to obtain explanations and problem solving, data collection, hypothesis, and resolution problem. Educators act as facilitators who encourage each students find solutions from technological means, think critically, and utilize creativity. Educators too plays a role in encouraging students educationally if There are indications of boredom and despair in the resolution process problem.
d). <b>Phase 4, Develop and present the results work</b>	Educators help students in planning as well prepare appropriate works such as, reports and demonstrations. For example, on the theme "digestive system", activities that can be done This can be done in the form of students discussing in groups to conclude the content of food substances found in the results practice. The results of the practicum can be presented internally in the form of a poster or video that can be seen by each participant existing education.
e). <b>Phase 5, Analyze and evaluate the process solution to problem</b>	Educators help students to reflect or evaluation of their investigations and processes used. Ideally, the learning model <i>is Problem Based Learning</i> can be applied to achieve all basic competencies want to achieve, in terms of knowledge, skills and attitudes. Of course The basic competency achieved is not just one so that it is applied <i>Problem Based Learning</i> allows more than one occurrence meeting.

Source : \_ Arends RI (2008 :55)



## RESEARCH METHODS

### *Types of research*

The type of research used in this research is Classroom Action Research (PTK). This research uses a descriptive qualitative approach. The term "descriptive" is intended to collect information or data about the phenomenon being studied (Arikunto, 2019: 26).

Classroom action research is carried out in cycles. According to Arikunto (2010:137), in classroom action research there are four stages that need to be carried out, namely (1) action planning (*planning*), (2) implementation of action (*acting*), (3) observation (*observing*), (4) reflection (*reflecting*).

### *Time and place of research*

Implementation time in semester 1 TP.202 2 /202 3 , implemented for three months from 01 September 2022 to 30 November 2022, in class IV on the material Pancasila as Life Values , starting with Pre-cycle, implementation of cycle I and Cycle II.

### *Research subject*

The subjects of this research were students in Class IV MIN 1 Kerinci in the Academic Year 202 2 /202 3 , totaling 16 people and consisting of 6 female students , and 10 male students .

### *Research procedure*

procedure from Kemmis S. and Mc.Taggart, R in ( Basrowi and Suwandi, 2009:68) to carry out PTK requires the following stages:

1. Planning stage (*Planning* )
2. Action implementation stage (*acting* )
3. Observation stage (*observing* )
4. Reflection stage (*reflecting* )

### *Data Type*

In this research, the data used is qualitative data , namely the results of observations of student learning activities

### *Data collection technique*

The data collection technique used in this action research is non-test.

### **Data collection instrument**

The instrument used in this research was an observation sheet of student learning activities.

### *Data analysis technique*

Data analysis in this research is qualitative data in the form of information in the form of observation data on student learning activities. Filling out the student activity observation sheet is guided by the scoring as shown in the following table:

**Table 3. 1 Guidelines for Scoring Observations of Student Activities**

Assessment criteria	Notation	Value Score
Less Active	K	1
Quite Active	C	2
Active	B	3

*Source: Aqib et al., ( 2014:67)*

To examine student learning activities, two observers will observe them. So the analysis of the average score on the results of observing student learning activities is:

$$\text{Average score} = \frac{P1+P2}{2}$$

Note: P1 = total score of observations of student learning activities by observer 1

P2 = total score of observations of student learning activities by observer 2

After the average student score is obtained, the range of assessment scores for the student learning activity observation sheet is:

**Table 3. 2 Assessment Criteria Guidelines**

Score Range	Assessment criteria
$10 \leq x \leq 16$	Less Active
$16 < x \leq 23$	Quite Active
$23 < x \leq 30$	Active

*(Adapted from Sudjana, 2009:78)*

Information : \_

$x$  = Student learning activity score

Calculation or analysis per aspect of each indicator on the student learning activity observation sheet refers to the division of intervals, namely with the formula:

$$interval = \frac{X_{max} - X_{min}}{k}$$

So :  $i = \frac{3 - 1}{3} = \frac{2}{3} \approx 0,67$

So we get a table to analyze activities per aspect as follows :

**Table 3. 3 Activity Assessment Category Intervals Per Aspect Observed**

Intervals	Assessment criteria
$1 \leq x < 1.67$	Less Active
$1.67 \leq x < 2.34$	Quite Active
$2.34 \leq x \leq 3$	Active

## RESULTS AND DISCUSSION

### Pre Cycle

In the pre- cycle, student learning activities were still included in the less active criteria, where students did not pay enough attention when the teacher gave explanations about how to solve problems and students did not dare to ask about things they did not understand. This can be seen from the results of observations that there are only 2 students of 16 students or only 12.5% of students are quite active.

**Table 4.1 Observation Indicators**

Questionnaire Indicator	Score		
	3	2	1
Students pay attention to the teacher's explanation about things that must be paid attention to in the learning process ( <i>Visual activities</i> )			
Students ask about things that are not clear in the learning process <i>Oral activities</i> )			
Students answer the teacher's questions in the ongoing learning process ( <i>Listening activities</i> )			
Students listen and summarize the material explained by the teacher ( <i>Writing activities</i> )			
Students ask about things that are not clear when working on questions ( <i>Oral activities</i> )			
Students make answers based on instructions for working on questions ( <i>Writing activities</i> ) and ( <i>Drawing activities</i> )			

Students dare to express opinions and conclude about the material what he has learned ( <i>Mental activities.</i> )			
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Description: 1 ( Not Active ) 2 ( Quite Active ) 3 ( Active )

The results of observations of student learning activities in the pre-cycle when learning activities took place, the activities of asking questions, giving suggestions or comments and responding were still very lacking and when solving questions were still very lacking.

### Cycle 1

#### Planning

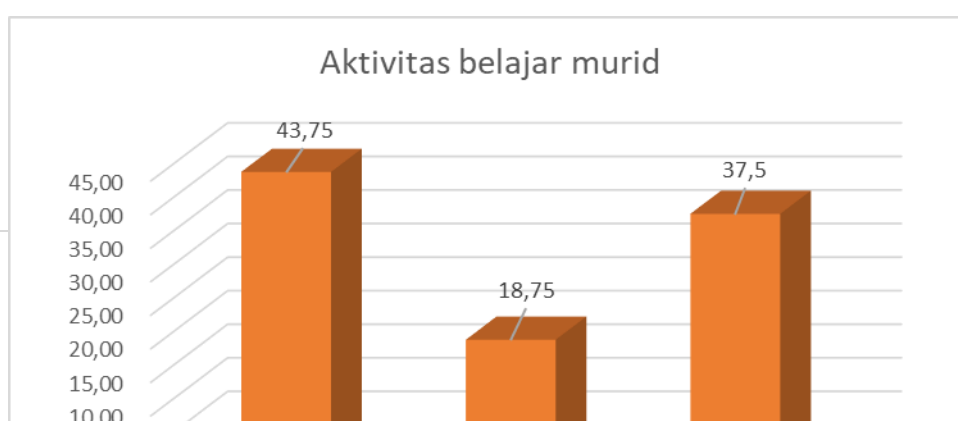
Before carrying out Cycle 1 The researcher conducted a pretest first to see the students' ability to understand the concept and then this would be used as a basis for taking action in:

- Determine learning objectives in accordance with competency standards.
- Prepare learning resources and media used in the process learning.
- Prepare a Learning Implementation Plan (RPP) according to the approach used
- Develop data collection instruments in the form of observation sheets

#### Implementation

At this stage, the results of data exposure during the teaching and learning process were explained, namely when implementing a differentiated learning approach in increasing students' PKN learning activities . Then the researcher gave a global explanation that this time the learning used differentiated learning. By using props such as: Posters to attract students ' attention . The researcher provides an explanation of Pancasila as Life Values

After all the material was explained, the next activity the researcher gave 1 worksheet (LK) to each student as a way to see the understanding of concepts obtained by students , but from the results of the actions taken, it still does not show significant results, only 7 students or 43.75% are actively involved in learning activities and 3 or 18.75% of students in the moderately active category and 6 students or 37.5% are in the less active category and the average learning outcome has only reached 65 or 62.5%.



*Figure 4.1 Cycle 1 Student Learning Activities*

### **Observation**

From these observations it can be said that the activities carried out by the researcher were in accordance with what was planned regarding the implementation of actions in the research. However, there are several things that may be forgotten regarding the delivery of learning steps in research which are observed by observers who assess the researcher's actions in carrying out the actions and students' enthusiasm in participating in learning activities.

### **Reflection**

Students get the opportunity to learn naturally and efficiently because it suits students' interests and learning profiles. From the actions taken in cycle 1, only 7 students were actively involved in learning activities out of 16 students or only reached 43.75% but have not shown significant improvement. significant impact on student learning activities which illustrates the acquisition of a learning outcome according to the expected product content, so that action needs to be taken in the next cycle.

### **Cycle 2**

#### **Planning**

In order to achieve my goals, I must be able to map students' learning interests and abilities, design differentiated learning plans using the PBL learning model, and evaluate the achievement of learning goals. I must prepare learning resources that suit students' interests and learning styles. Then just apply the *Problem Based Learning* model ( PBL) in learning activities for class IV MIN 1 Kerinci students .

The first step used is that the author uses a diagnostic test to map students' interests and learning profiles. Students take cognitive and non-cognitive tests in the form of surveys via

*Google form using a device .*

After getting the data, the author then designed a Differentiated Learning Plan using the *Problem Based Learning Model* ( PBL ) in full. Second, the author prepares various learning resources for students which include reading books, videos, PowerPoint, pictures, etc. Third, implementing differentiated learning using the *Problem Based Learning* (PBL) model with its five syntaxes.

### **Implementation**

The process of implementing actions through differentiated learning as a learning model to determine the increase in student learning activities .

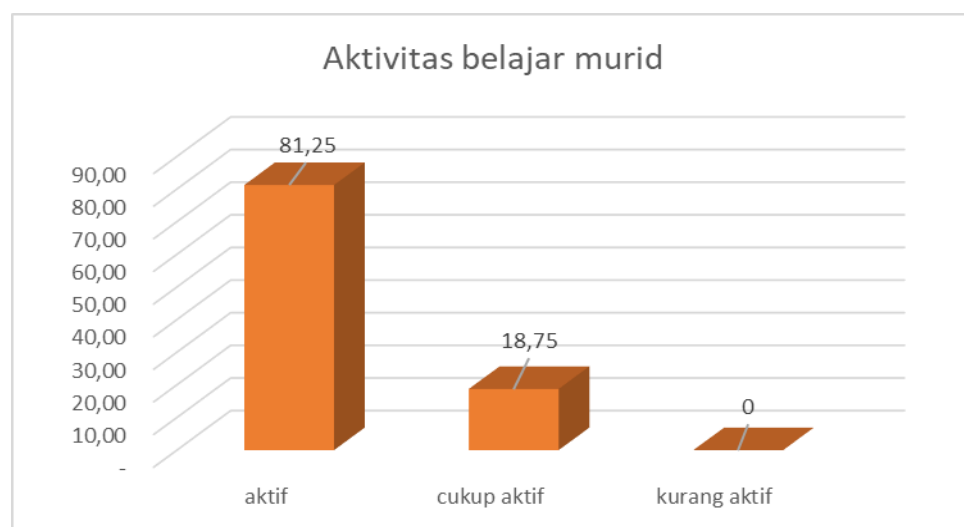
**Table 4.1 Implementation of Learning**

<b>Phase</b>	<b>Teacher Activities</b>	<b>Student Activities</b>
The first phase is problem orientation	At this stage the teacher provides a problem and the students analyze it	The group observes and understands the problems presented by the teacher or obtained from the recommended reading material.
The second phase, organizing students	In this phase the teacher forms groups according to the student learning profiles obtained from the initial diagnostic test.	Students discuss and divide tasks to find data/materials/tools needed to solve problems.
The third phase is guiding the group's investigation	At this stage the author differentiates content, namely freeing students to explore choosing learning resources according to their interests. The author also differentiates the process, namely that students are free to carry out learning activities according to their preferred learning style. students with a visual learning style learn through videos and power point. The group of students with an auditory learning style learns by listening to direct explanations from the teacher. Meanwhile, students with	Students carry out investigations (search for data/references/sources) for group discussion material.

	a kinesthetic learning style learn by conducting investigations outside the classroom in the school yard . Children with a kinesthetic learning style enjoy direct contact with the objects they are studying.	
The fourth phase is presenting and developing the work	At this stage the teacher differentiates the product, students are free to choose in presenting their learning results. visual style students , choose to present their learning results in the form of pictures and posters, style students The auditory style chooses to present their learning results through stories, while the kinesthetic style presents the results of investigations in the school yard .	The group holds discussions to produce solutions to the problem and the results are presented/presented in the form of work.
The fifth phase is analyzing and evaluating the problem solving process	At this stage the author and participant students conclude the results of problem solving, reflect together on the learning that has been carried out and evaluate learning outcomes participant educate.	Each group makes a presentation, the other groups give appreciation. The activity ends by summarizing/drawing conclusions based on input obtained from other groups.

### Observation

From the results of learning observations carried out by the Observer Students are very happy and enthusiastic in participating in learning from start to finish. The differentiated learning carried out is able to accommodate the learning needs of students in one class in studying Civics using Pancasila material as a life value. From the results of observations, all students were involved in learning activities, 3 people were in the quite active category or 18.75% and 13 students were in the active category or 81.25%.



*Figure 4.2 Cycle 2 Student Learning Activities*

### **Reflection**

*Problem Based Learning* learning model is very effective and supports differentiated learning. Problem orientation is able to develop students' critical thinking skills. Differentiation of content and process What is done is able to provide meaningful, challenging and relevant learning experiences for students . The product differentiation carried out is able to develop creative thinking and collaboration skills between students . Student formative evaluation shows an average score of 90 with very good results.

### **Conclusion**

Application differentiated learning by implementing learning models *Problem based learning* is based on results before action Pre-cycle saw an increase in student activity with the actions taken by the teacher in cycle 1 with 7 students active (43.75%), 3 students quite active (18.75%) and 6 less active ( 37.5 %) categories. With an average learning outcome of 65 (62.5%), based on formative tests. In Cycle 2, it showed significant improvement with 13 students (81.25%) in the active category, 3 students (18.75%) in the moderately active category. With an average learning outcome of 90 (87.5%), based on the 2nd cycle formative tests. Based on the results of this research , it can be concluded that the *Problem Based Learning model* is effectively used to increase student learning activities in S D/MI

### **Suggestion**

This learning activity received a positive response from various parties. The head of the madrasa really appreciates and urges other teachers to implement differentiated learning.



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