



## IMPLEMENTATION OF DIFFERENTIATED LEARNING IN CLASS V PANCASILA EDUCATION SUBJECTS IN PRIMARY SCHOOLS

Khoirudin Nur Mahmudi<sup>1</sup>, Bagus Ardi Saputro<sup>2</sup>, Fine Reffiane<sup>3</sup>, Angela Astrid Setelladiba Cindy Ayu<sup>4</sup>

<sup>1</sup>Teacher Professional Education, PGRI University Semarang, I. Sidodadi Timur No.24, Karangtempel,  
Kec. East Semarang, Semarang City, Central Java

e-mail: [khoirudinnur111@gmail.com](mailto:khoirudinnur111@gmail.com)

<sup>2</sup>IAIN Bone, Jl. HOS.Cokroaminoto Watampone, Indonesia

e-mail: [penidewantara@gmail.com](mailto:penidewantara@gmail.com)

<sup>3</sup>University Negeri Yogyakarta, Jl. Colombo No.1 Yogyakarta, Indonesia

e-mail: [harpni@yahoo.co.id](mailto:harpni@yahoo.co.id)

### **Abstract**

*This research aims to describe the application of differentiated learning in Pancasila education subjects in the fifth grade of elementary schools in Semarang. Differentiated learning means teachers adapt teaching methods to different learning styles among students. This research used descriptive qualitative methods with 28 students as subjects. Data is collected through observation and documentation. The research results show that students have various learning styles, with the visual style being the most dominant, followed by auditory and kinesthetic. In implementing differentiated learning, students are given the freedom to produce learning products according to their respective learning styles. This application creates a learning atmosphere that is collaborative, fun and full of enthusiasm, so that students can learn according to their interests and needs. This makes learning more meaningful for students. Overall, this research emphasizes the importance of adapting learning methods to the needs and characteristics of students so that the learning process is more effective and memorable.*

**Keywords:** *Differentiated Learning, Pancasila Education, Student Learning Styles*

### **Abstrak**

*Penelitian ini bertujuan untuk mendeskripsikan penerapan pembelajaran berdiferensiasi pada mata pelajaran pendidikan pancasila di kelas V sekolah dasar di Semarang. Pembelajaran yang dibedakan berarti guru menyesuaikan metode pengajaran dengan gaya belajar yang berbeda di kalangan siswa. Penelitian ini menggunakan metode deskriptif kualitatif dengan subjek sebanyak 28 siswa. Data dikumpulkan melalui observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa siswa memiliki gaya belajar yang beragam, dengan gaya visual yang paling dominan, disusul auditori dan kinestetik. Dalam melaksanakan pembelajaran berdiferensiasi, siswa diberi kebebasan untuk menghasilkan produk pembelajaran sesuai dengan gaya belajarnya masing-masing. Aplikasi ini menciptakan suasana belajar yang kolaboratif, menyenangkan dan penuh semangat, sehingga siswa dapat belajar sesuai minat dan kebutuhannya. Hal ini menjadikan pembelajaran lebih bermakna bagi siswa. Secara keseluruhan, penelitian ini menekankan pentingnya penyesuaian metode pembelajaran dengan kebutuhan dan karakteristik siswa agar proses pembelajaran lebih efektif dan berkesan.*

**Kata Kunci:** *Gaya Belajar Siswa, Pembelajaran Diferensiasi, Pendidikan Pancasila.*

Accepted: 10-03, Reviewed: 10-20, Published: 12-08

---

---

## **INTRODUCTION**

Effective learning is the main key in achieving good quality education. This means that to ensure high quality education, it is necessary to improve the quality of learning comprehensively and continuously. Quality learning does not only focus on the final results achieved by students, such as test scores or graduation rates, but also on the learning process itself. (Hariyati et al., 2021). The learning process must be designed in such a way that students get maximum benefit from every learning activity they undertake. This involves the application of appropriate procedures and methods, capable of supporting and facilitating students' understanding and skills.

Therefore, learning effectiveness is achieved if there is a balance between the expected results and the actions taken. Good learning outcomes must be accompanied by good processes, each learning session is designed to support the achievement of all educational goals (Mastuti et al., 2022). Therefore, all educational institutions need to carry out reforms in an effort to develop an effective learning process. The choice of teaching method will certainly support the implementation of the teaching and learning process, and in the end learning will be successfully achieved and educational goals will be achieved.

After that, the government launched a special curriculum through the Ministry of Culture and Education. The independent curriculum is one of the Indonesian government's guidelines which provides guidelines for elementary schools to be independent in determining learning content and methods based on student needs (Hadiani and Mohtar, 2022). As a new curriculum implemented in 2021 by the Indonesian government, it aims to make students more independent and competitive on the international stage. One method that can be used in implementing a special curriculum is differentiated learning, namely a teacher's approach that pays attention to students' differences in learning styles, interests and abilities, and provides learning experiences tailored to their needs. (Amalia et al., 2023).

Differentiated learning is a way in which teachers can consider students' differences in learning styles, needs and abilities and provide learning experiences that suit their individual needs (Faez et al., 2022, provided by Guide and Insights for Teachers). There are four factors which include process, content, product and learning environment.

The importance of implementing differentiated learning in education, especially in Pancasila Education subjects (Ramadhan et al., 2023). The essence of differentiated learning is paying special attention to the individual differences of each student, both in terms of background, learning style, interests and abilities. In this way, every student gets the opportunity to learn according to their conditions and needs, which ultimately helps them understand and internalize the values of Pancasila better (Ronny & Mahendra, 2018).

This approach emphasizes the importance of adapting learning materials and methods to the unique characteristics of each student, so that they can reach their maximum potential. In addition, this learning gives students the freedom to choose how they learn, so that the learning process becomes more effective and efficient. In conclusion, differentiated learning creates an inclusive and adaptive environment, which respects the diversity of student learning needs and ensures a match between learning and individual student characteristics.

A good learning process in class can encourage students to grow in understanding and accepting what the teacher says. Teachers need to understand each student's strengths and interests, use their skills and take a leading role in the learning process. The role of the teacher is

very important so that students can understand how to learn. In addition, one of the teacher's main tasks is to choose teaching methods that suit students' needs in order to achieve learning goals. In fact, the success of the learning process really depends on the teacher's ability to adapt teaching methods to individual student needs.

(Faiz et al., 2022) concluded that differentiated learning is a strategy for adapting the learning process in the classroom to suit the needs of each student. This approach creates a diverse learning environment and gives students the opportunity to select materials, develop ideas, and achieve optimal learning outcomes. In essence, differentiated learning focuses on providing learning facilities that suit students' individual needs and taking into account their diversity in the learning process, with the aim that each student can learn in the most effective way for them.

In ideal learning, teacher activity and creativity are very necessary. In this context, students must be the main focus in an active learning process. This means that learning must be designed to enable students to become more involved and able to develop their potential according to their own interests and needs. In other words, the teacher's role is to create a learning environment that supports students' active participation and adapts learning to their individual preferences and needs.

Ideally, in effective learning, the teacher's role is to provide opportunities for students to be the center of the learning process. This means students must be given the freedom to explore their own creativity and interests during learning. To achieve this, teachers need to be active and creative in creating a learning environment that allows students to participate actively and develop their potential according to their interests and needs. In other words, learning success depends on how teachers facilitate and support students to be fully involved and develop their abilities individually (Handiyani & Muhtar, 2022).

Contextual factors related to the implementation of different learning in the Pancasila education program in elementary schools and special curricula vary in each region. This diversity is influenced by many factors such as human resources, funding, facilities and availability of teaching and learning materials. In some schools, the implementation of differentiated learning is carried out well and structured, but in other schools the learning approach is conventional and does not take into account the differences in student backgrounds (Ronny & Mahendra, 2018).

Conditions in the field in implementing Pancasila education learning in elementary schools with the Independent Curriculum vary, causing differences in each region, depending on various factors such as the availability of human and financial resources, facilities and the availability of adequate teaching materials and learning tools. (Fauzia & Hadikusuma Ramadan, 2023) In some schools, the implementation of differentiated citizenship education learning has been implemented and well organized, while in several other schools, the teaching still follows the usual approach and does not pay attention to differences in student characteristics.

Previous research has been conducted regarding the use of differentiated learning in Pancasila teaching programs in elementary schools and in special curricula, with the aim of assessing and identifying the extent to which differentiated learning is implemented in Pancasila teaching programs in elementary schools in Indonesia (Melandhany et al., 2024) . In a study (Ramadhan et al., 2023), it was determined that different learning in terms of progress was the same as PPKn learning, which was predicted in the development of learning outcomes in PPKn material, because it tried to look at students from the topic of the teaching material, and praised students for showing a willingness to learn . In addition, research findings (Ronny & Mahendra,

2018) show that differentiated learning can improve student learning performance and student learning outcomes.

Based on the results of the research above, the researcher responded to the problems that arise in the Pancasila Education learning process, the researcher is interested in exploring further how differentiated learning is applied or implemented in Pancasila Education subjects at SD Negeri Tandang 01, this research focuses on class V B which aims to see how differentiated learning implemented and its impact on students.

## **METHODS**

This research uses qualitative methods with a focus on collecting and analyzing descriptive data. In this context, descriptive data includes writing, speech, and observable behavior. According to Bogdan and Taylor in (Octavia & Sumanto, 2018), descriptive qualitative research aims to understand the phenomena experienced by research subjects. The data obtained can be in the form of words, images and behavior. This research is descriptive, which means that the main aim is to provide a detailed description of the phenomenon being studied based on the available data. This descriptive approach does not involve analyzing data in the form of numbers, but rather emphasizes representing data in the form of words or images. As explained by (Octavia & Sumanto, 2018), descriptive research attempts to solve problems by relying on existing data, which is usually in narrative or visual form. The subjects of this research were 28 class V students, consisting of 14 male students and 14 female students.

## **FINDING AND DISCUSSION**

### **1) Mapping Student Learning Needs**

The essence of differentiated learning is adapting learning activities to suit each student's learning needs. These learning needs include students' interests, learning styles, and learning readiness (Hamzar, 2023). Teachers must integrate these elements into content, processes, or learning outcomes that are tailored to the needs of each student. Before designing differentiated learning, it is important to map student needs. This research uses students' learning styles as a basis for mapping their learning needs, by utilizing non-cognitive diagnostic assessments.

This means that understanding individual learning styles is a crucial first step to developing effective and appropriate learning strategies for each student. The results obtained by carrying out previous non-cognitive diagnostic assessments on each VB class student showed that the results of mapping the learning styles of each student showed that out of a total of 28 students, there were 3 learning styles, namely visual learning style, auditory learning style and kinesthetic learning style.

With a visual learning style that dominates in class VB, out of a total of 28 students, there are 15 students who have a visual learning style, then there are 7 students with an auditory learning style, and there are 6 students who have a kinesthetic learning style. Each student has a different learning style, so teachers need to facilitate each student who has a variety of learning styles. One approach that can be taken is to apply differentiated learning.

In class V B, differentiated learning is designed and implemented with a product approach that is adapted to the learning style of each student. This product is the final result of the learning process which reflects the knowledge and skills they have acquired after completing

a learning unit. In this process, learning products are created based on the results of the learning style assessment. Using learning methods that suit students' preferences can increase their comfort in processing information. This product differentiation gives students the freedom to be creative in creating the work they will present (Handiyani & Muhtar, 2022).

However, even though they are given freedom, teachers still determine the content that must be present, the quality of work expected, and the goals to be achieved from the product. The differentiation of these products is highly dependent on the results of previous diagnostic assessments. Students with an auditory learning style will be guided to create products such as podcasts or videos, because they are more comfortable with learning methods that involve listening or speaking, especially when presenting in front of the class. Meanwhile, students with a visual learning style will be directed to create products such as posters, infographics, or flipbooks, because they are more effective in receiving information conveyed visually, such as through writing, pictures, diagrams, or posters. For students with a kinesthetic learning style, they will be guided to create products such as role-playing videos or other video content, because it is easier for them to absorb information through hands-on practical activities. Apart from that, these three learning styles can also be combined to create collaborative products according to each student's interests.

## **2) Differentiated Learning Planning**

Every student has a different learning style, so teachers need to facilitate this diversity. One approach that can be taken is to apply differentiated learning (Aryansyah & Alfiandra, 2024). In fifth grade, differentiated learning can be designed with a product approach that is tailored to each student's learning style. This product is the final result of the learning process which reflects the knowledge and skills they have acquired after completing a learning unit. In this process, learning products are created based on the results of the learning style assessment.

Using learning methods that suit students' preferences can increase their comfort in processing information. This product differentiation gives students the freedom to be creative in creating the work they will present. However, even though they are given freedom, teachers still determine the content that must be present, the quality of work expected, and the goals to be achieved from the product.

The differentiation of these products is highly dependent on the results of previous diagnostic assessments. Students with an auditory learning style will be guided to create products such as podcasts or videos, because they are more comfortable with learning methods that involve listening or speaking, especially when presenting in front of the class. Meanwhile, students with a visual learning style will be directed to create products such as posters, infographics or mind maps because they are more effective in receiving information conveyed visually, such as through writing, pictures or posters. For students with a kinesthetic learning style, they will be guided to create products such as role-playing videos or other video content, because it is easier for them to absorb information through hands-on practical activities. Apart from that, these three learning styles can also be combined to create collaborative products according to each student's interests.

## **3) Implementation of Differentiated Learning**

Differentiated learning is an educational approach that respects and adapts the teaching and learning process based on individual differences between students, such as interests, learning styles and needs (Ronny & Mahendra, 2018). This means that teachers try to understand these differences and adapt teaching methods so that each student can learn effectively. This approach

is applied to the Pancasila Education subject, material on events leading up to independence in VB class. The process begins by mapping students' learning needs based on their learning styles. After understanding the diversity of learning styles, teachers develop and implement appropriate learning plans.

In the initial stage, the teacher provides material on the Pancasila Education subject, namely on the topic of events leading up to independence which is then deepened by the students independently. After that, they were given the task of analyzing case studies in groups using Student Worksheets (LKPD). The next stage, students plan learning outcomes products according to their respective learning styles and interests. This approach aims to help students achieve optimal learning outcomes by adapting learning to their individual needs and preferences.

That way, each student can get a more meaningful and effective learning experience according to their individual potential and uniqueness. Students can design projects, establish procedures, and discuss how to implement the project. The teacher here can act as a facilitator who guides each student in completing their assignments. Students are given the opportunity to explore and be creative according to their creativity by understanding the teacher's directions. After the product is finished, students and the teacher evaluate the results of the product that has been created by each group, then students can present the results of their work between groups. The resulting product is a Mind Map for groups with a visual learning style, then a mini theater video for the kinesthetic group, and a retelling video for the auditory learning style group.

The final stage involves evaluation of experience, namely students explain their experiences during product creation and together with the teacher conclude the results of the product. Meaningful learning cannot be separated from the reflection process. Reflection followed by evaluation of experiences, emotions, and knowledge can facilitate improvement and become the basis for further action. In addition, reflection functions as a tool that guides students towards more meaningful learning, because in this process they can integrate old knowledge with new knowledge, which produces a positive response.

#### **4) Evaluation and Follow-up on the Implementation of Differentiated Learning**

Differentiated learning according to (Pratama, 2022) is an approach that allows teachers to focus on the individual development of each student. In differentiated learning, grouping students based on their learning styles is considered important because it provides equal opportunities for all students to learn with the method that best suits them. An example of its application is in fifth grade in the Pancasila Education subject, where learning style differentiation is implemented with a focus on product differentiation. This creates a fun and enthusiastic learning atmosphere, and provides the freedom to learn according to the needs and interests of each student. This approach also helps students maximize their potential and develop creativity.

(Pratama, 2022) emphasized that the implementation of differentiated learning has a positive impact not only for students, but also for schools, classes and teachers. The main goal is to help students achieve learning goals by increasing their self-awareness, motivation, and learning outcomes. In addition, this approach strengthens the relationship between teachers and students, encourages independence, and increases satisfaction and challenges in teaching for teachers. Differentiated learning can be a solution to handle variations in learning abilities in the classroom.

With this approach, teachers can create a fun, collaborative and meaningful learning environment, which can accommodate the needs and abilities of each student. However, there are several obstacles in implementing differentiated learning, such as time management when creating student learning projects and class management which is a challenge because the number of students is large and diverse. To overcome these obstacles, teachers give students time to complete projects outside of school hours. Apart from that, teachers must have the ability to manage the class by actively involving students, both in individual and group activities, so that the learning process continues to run effectively.

## CONCLUSION

Based on the findings from research data sources, it is concluded that differentiated learning aims to meet the diversity of students' learning needs. In the context of fifth grade students in Semarang, the mapping results show that there is a diversity of learning styles among students, with visual learning styles being the most dominant, followed by auditory and kinesthetic learning styles. To accommodate these various learning styles, differentiated learning is implemented in Pancasila Education subjects by giving students the freedom to create learning products that suit their interests and learning styles. This approach creates a collaborative, fun and enthusiastic learning atmosphere, allowing students to learn according to their needs and interests. As a result, learning becomes more meaningful for students.

The application of differentiated learning has a positive impact on changes in student attitudes and behavior. With this method, students become more enthusiastic and able to explore and develop their potential as individuals. However, to achieve these results, high teacher competence is needed in preparing learning. Teachers must be able to use various media in accordance with the results of mapping student needs. In this way, differentiated learning can be realized and learning objectives can be achieved.

## REFERENCES

- Amalia, K., Rasyad, I., & Gunawan, A. (2023). Pembelajaran Berdiferensiasi sebagai Inovasi Pembelajaran. *Journal Of Education And Teaching Learning (JETL)*, 5(2), 185–193. <https://doi.org/10.51178/jetl.v5i2.1351>
- Aryansyah, R., & Alfiandra, A. (2024). Penerapan Pembelajaran Berdiferensiasi Pada Mata Pelajaran Pendidikan Pancasila dan Kewarganegaraan: Sebuah Tinjauan Pustaka Sistematis. *Jurnal Kewarganegaraan*, 21(1), 34. <https://doi.org/10.24114/jk.v21i1.52850>
- Faiz, A., Pratama, A., & Kurniawaty, I. (2022). Pembelajaran Berdiferensiasi dalam Program Guru Penggerak pada Modul 2.1. *Jurnal Basicedu*, 6(2), 2846–2853. <https://doi.org/10.31004/basicedu.v6i2.2504>
- Fauzia, R., & Hadikusuma Ramadan, Z. (2023). Implementasi Pembelajaran Berdiferensiasi Dalam Kurikulum Merdeka. *Jurnal Educatio FKIP UNMA*, 9(3), 1608–1617. <https://doi.org/10.31949/educatio.v9i3.5323>
- Hamzar, M. S. (2023). Penerapan Pembelajaran Berdiferensiasi di Sekolah Dasar (Tinjauan Literature dalam Implementasi Kurikulum Merdeka). *Renjana Pendidikan Dasar*, 3(2).
- Handiyani, M., & Muhtar, T. (2022). Mengembangkan Motivasi Belajar Siswa melalui Strategi Pembelajaran Berdiferensiasi: Sebuah Kajian Pembelajaran dalam Perspektif Pedagogik-Filosofis. *Jurnal Basicedu*, 6(4), 5817–5826. <https://doi.org/10.31004/basicedu.v6i4.3116>
- Hariyati, N., Karwanto, K., Khamidi, A., & Rifqi, A. (2021). Pengembangan Instrumen Supervisi Akademik Dalam Penerapan Pembelajaran Berdiferensiasi. *Jurnal Inovasi Hasil Pengabdian Masyarakat (JIPEMAS)*, 5(1), 33. <https://doi.org/10.33474/jipemas.v5i1.13605>

- Mastuti, A. G., Abdillah, A., & Rumodar, M. (2022). Peningkatan Kualitas Pembelajaran Guru Melalui Workshop Dan Pendampingan Pembelajaran Berdiferensiasi. *JMM (Jurnal Masyarakat Mandiri)*, 6(5). <https://doi.org/10.31764/jmm.v6i5.9682>
- Melandhany, M., Winarno, & Noventari, W. (2024). Analisis Kebutuhan Pembelajaran Berdiferensiasi Pada Mata Pelajaran Pendidikan Pancasila. *Jurnal Civic Hukum*, 9(1). <https://doi.org/10.22219/jch.v9i1.28757>
- Octavia, E., & Sumanto, I. (2018). Peran Guru Pendidikan Kewarganegaraan Dalam Membentuk Karakter Disiplin Siswa Di Sekolah. In *Jurnal Pendidikan Kewarganegaraan* (Vol. 2, Issue 2).
- Pratama, A. (2022). Strategi Pembelajaran Berdiferensiasi Meningkatkan Kemampuan Literasi Membaca Pemahaman Siswa. *Jurnal Didaktika Pendidikan Dasar*, 6(2), 605–626. <https://doi.org/10.26811/didaktika.v6i2.545>
- Ramadhan, W., Rifana, F., Meisya, R., Zarkasih, K., Rendy, P., Frasandy, N., Guru, P., Ibtidaiyah, M., Tarbiyah, F., Keguruan, D., Bonjol, I., Yunus, P.-J. M., & Lintah, L. (2023). Analisis Penerapan Pembelajaran Berdiferensiasi Pendidikan Pancasila dan Kewarganegaraan (PPKn) dalam Kurikulum Merdeka Sekolah Dasar. 32(01), 1–14.
- Ronny, P., & Mahendra, A. (2018). Pembelajaran PPKn dalam Resonansi Kebangsaan dan Globalisasi. *Jurnal Ilmiah Ilmu Sosial*, 4(2), 120–126. <https://ejournal.undiksha.ac.id/index.php/JIIS/index>