



STUDENTS' LEARNING ACTIVITIES IN SOCIAL STUDIES USING THE DIFFERENTIATED LEARNING MODEL IN FIFTH-GRADE ELEMENTARY SCHOOL

Dina Anggraini¹, Murjainah², A Heryanto³

^{1,2,3} Universitas PGRI Palembang

e-mail*: dinaanggraini2000@gmail.com

ARTICLE INFO

Article history:

16 January 2024

Received in revised form

10 April 2024

Accepted 1 May 2024

Available online 26 May

2024

Keywords:

Learning Activities;

Social Studies;

Differentiated Learning

DOI:

[10.26740/eds.v8n1.p29-35](https://doi.org/10.26740/eds.v8n1.p29-35)

ABSTRACT

Differentiated learning is an effort to modify the learning process in the classroom to accommodate the learning needs of each student. The modification in question is related to learning preparation, learning profile, and learning interests. Learning activities have a close relationship with students' learning interest in a subject. The aim of this research is to determine students' learning activities in social studies learning using the class V differentiation learning model. The method used in this research is a qualitative method, using observation, interview and documentation data collection techniques. The results of the research show that student learning activities are good, where students are active when learning takes place, students are able to carry out tasks given by the teacher and have implemented a differentiated learning model in accordance with learning strategies in elementary schools implemented based on students' learning needs consisting of three aspects, namely learning readiness, learning interest and learning profile. There are obstacles when learning takes place where some students do not pay attention when the teacher explains the material.



Copyright ©2024 EduStream : Jurnal Pendidikan Dasar Published by Universitas Negeri Surabaya.

This work is licensed under the Creative Commons Attribution

Non Commercial-Share Alike 4.0 International License.

1. INTRODUCTION

Learning is the process of interaction between the student and the educator and the learning resource in a learning environment. Learning is an aid given to the teacher so that knowledge and knowledge can be acquired, skills and habits mastered, as well as the formation of attitudes and confidence in each student. In other words, learning is a process to help the student to learn well. The process of learning is experienced throughout a human life and can be applied anywhere and anytime (Yestiani, Zahwa, Tangerang, 2020). Learning that focuses on teachers to this day is very dominant in Indonesia. Teachers deliver learning with the method of lectures and less attention to the needs of pupils, it is not surprising if during this time pupils have not and gained significance in following learning. The impact of student achievement has been decreasing. As with the research by Alhafiz in (Sulistiyosari, Karwur, Sultan, 2022) that still many teachers ignore the concept of learning used, teachers are more likely to focus on the teacher centered, which on the current concept of education has begun to be abandoned. The absence of the role of teachers in finding data needs and learning interests that students have, in the learning process still tends to one approach and teaching methods.

Ideally, learning is developed based on the activity of teachers and pupils. Thus the student is positioned as a subject of learning that can actively develop the potential of his interests. The composition of the student varies in each class, of course have different interests in achieving the learning objectives. Students need to be given freedom in order to develop their abilities, without having to be restricted according to the will of the teacher. The teacher acts as a mediator, that is, directs the student to the purpose of learning (Sulistiyosari, Karwur, Sultan, 2022). Syahputra in (Sulistiyosari, Karwur, Sultan, 2022) said that learning is a learning process built by teachers to improve moral, intellectual, as well as develop the many abilities that students possess, whether it is the ability to think, the ability of creativity and the capacity to construct knowledge.

Learning activities sharpen the entire potential of the individual so that there will be certain behavioral changes in learning, in this case students need to get the opportunity to do activity (Ariaten and Feladi, 2023). A learning activity is a whole series of activities or activities consciously performed by a person that result in a change in him or her, such as a change of knowledge or skill. Learning activities can be done both inside and outside the classroom, taking advantage of the environment and inviting children to observe the environment is to improve the balance in learning activities, which means learning is not just in the classrooms. Learning activities may be done inside or outside the classes. A learning activity involves a person who performs a process of thinking about a number of things to reflect on an idea, and needs to be accompanied by various actions or physical activity (Besare, 2020).

The current reality of IPS learning is still far behind the ideal learning conditions, but there are still many IPS teachers who deliver learning conceptually and are dominated by lecture methods. This causes students to become saturated and their interest in IPS subjects decreases. Basically IPS material that contains the integration of social science clusters, can be communicated in a contextual way because it relates directly to society in life. The urgency of IPS education is not yet felt by the students, because the mindset that has been awakened is social science contains material of hafalan not material that is applicative. Learning process the pupils are not only required to follow the will of the teacher, but the teacher must also be able to understand the potential of each pupil, so that the pupil can follow the learning with pleasure without any pressure. Faced with the diversity of students, this is what requires teachers to be able to innovate in determining learning models (Sulistiyosari, Karwur, Sultan, 2022).

Teachers have a duty to understand the interests of each student through the skills that teachers possess. The teacher's skills in determining the learning model became very important because it was the determinant of the achievement of a learning. The differentiated learning model is one of the learning models that can be an alternative in delivering material in an attractive way. Differentiation learning is an effort of adaptation in the classroom to meet the learning needs of each student, adaptation is intended to be related interests, learning profile, readiness of students to improvement in learning outcomes. Experience and growth will always be processed in the world of education. Education is a place where man is built and developed every potential possessed by a person or the process of transformation from generation to generation. In accordance with Act No. 20 of 2003 on the national education system. Education is a conscious and planned endeavour to be able to realize the learning atmosphere and the learning process of students to actively develop their potential especially in the school institutions. Differential learning is an activity or process to adapt the learning system in the classroom to the learning needs and abilities of each student (Murjainah, Arhinza, Sukardi., 2023).

The transition of online learning to limited face-to-face learning requires innovation in learning to stimulate the motivation and learning outcomes of students. One way of learning is student-centric by applying differential learning. Differential learning is a form of undertaking in

a series of learning that takes into account the needs of pupils in terms of learning preparedness, pupil learning profile, interests and talents (Aprima & Sari, 2022) Based on the problem of learning, researchers are interested in studying the implementation of differentiation learning of IPS subjects in grade V SD State 63 OKU. The objective of this study is to know the process of implementing differential Learning and its impact on pupils. The researchers will dig data about the learning model of this differentiated learning will be a solution or not in the development of student learning activity.

2. METHOD

The methods used in this research are qualitative descriptive methods. As for data sources in this study using primary data and secondary data sources. Sugiyono (2019:488) data validity tests in qualitative research include, credibility, transferability, dependence and certainty. In this research, researchers will use the criteria of credibility or data credibility test using triangulation techniques. The data collection techniques in this study are observation, interview, documentation. According to Sugiyono (Sugiyono, 2019, hal. 431) at the validity stage of the technique, this research data uses triangulation techniques. Data analysis techniques in this study are Data Collection, Data Reduction, Data Display, Conclusion Drawing/Verification.

3. RESULTS AND DISCUSSION

This research uses qualitative research methods, with the aim of identifying student learning activity in IPS learning using differential learning model of grade V SD State 63 OKU. To the purpose of such research, researchers collect and analyze data using qualitational research method, with data collection techniques i.e. observations, teacher interviews, and documentation. The study was conducted in order to obtain data and information on student learning activities using differential learning models. The interview was carried out to get information from educators after applying the differentiation learning model. Documentation was done to acquire data and data in the form of archives and photos about the learning activities of students using the model of differentiated learning in SD State 63 OKU. After the data collection, the data will be analyzed to find out the student learning activity in IPS learning with the use of the model for differentiating learning. The result of this study is that teachers have applied the model has been in accordance with the learning strategy differentiations in primary school implemented based on the learning needs of the student who consists of three aspects, namely readiness, interests and learning profile of the pupil.

During this research process, researchers were assisted by teachers in collecting data related to the use of differential learning models. And the researchers do not experience any constraints during the research process because the researcher is well received by the teachers, the head of the school and the students-students of OKU State 63 SD, so the research can run well. The research was carried out at the 63rd OKU State Department located in Sukamaju Village, West Baturaja Prefecture, Ogan Komering Ulu District, South Sumatra Province, with 20 students in the V class consisting of 7 women and 13 men.

This research is about student learning activities using differential learning models. The data collection of this research uses observation techniques, interviews, and documentation. Observation techniques are used to obtain more in-depth data related to how students learn. The objective of this observation is to obtain real information on how the student's learning activity

after using the differential learning model, and on this observance observes the learning activity starting from the initial activity, the core activity and the closing activity.

After an observation, there was an interview with the classmaster, the researcher: What differential defence do you think? Grade V: Differential learning is adapting the learning plan to meet the learning needs of the student, for example whether he needs to use different resources, different ways, and different assignments and assessments. Researchers: How do you map the student's learning needs based on interests, talents and readiness to learn? Class V: First we need to know what the student's condition is, then the type or style of learning of the student and then we prepare a differential learning according to the interests, talents, and learning skills of that student. Researchers: How do you shape the learning activity using differential learning on IPS learning? V: I made it like a small group, then I set up a learning video so that the students could more easily grasp the material and dare to express their opinions. Researchers: How did you respond to the learning needs of each student to align with the learning plan developed? Class V: First we have to be able to get the students to be active in learning, not to have any pressure in learning so that all the students can get what they want. Researchers: How do you evaluate learning activity in differential learners? Senior V: Because of the use of differential learning, the assignments given to the students vary too. Then the judgment I take from the points. For example, working on a task in the form of writing. Doing a different mind map. See again has met the assessment criteria or not.

Based on the results of research conducted by the researchers, the student's learning activity is good because the teacher directs the student to the active role of the student in various activities during the learning process, students are given the opportunity to explore knowledge through the phenomena shown by the teacher through a video/picture, to discuss during the process of learning, so that learning becomes meaningful and not easily forgotten. The findings are in line with the research relevant from (Ariana, 2022) that discussing and learning with learning media during the learning process can explore the early knowledge of the student and when conducting experiments the student is actively involved in experimenting, discussing, or demonstrating.

Based on the results of this study, the conclusion can be drawn that the student's learning activity in IPS learning using the differential learning model in class V is good, where the student is already active at the time of the learning process, the student can work on the tasks given by the teacher, even when the learning activity still there are some students who are less attentive to the teacher when explaining. Learning really requires activity, because without activity the learning process is not possible to go well. In the process of learning activities should involve all aspects of the student, both physical and spiritual so that changes in behavior can change quickly, accurately, easily and correctly, both in relation to the cognitive affective as well as psychomotor aspects. Student activity is the involvement of students in the form of attitudes, thoughts, attention and activity in learning activities in order to support the success of teaching learning process and gain benefits from such activities (Murjainah, Okta, Harapan, 2019).

The above research is also in line with the findings of the researchers based on the results of the IPS learning activities performed by teachers. It can be concluded that the readiness to learn is the capacity to learn new materials, so the learning readiness is very important given because it can determine the success of the student, so will affect the learning performance. In terms of learning activities, teachers have already started an interesting activity, namely teachers invite students to sing geographical arrangements related to IPS learning before starting learning. And the student's learning activity is good because the teacher directs the student to the active role the student is given the opportunity to explore knowledge through the phenomena shown by the teacher through video/picture, to discuss during the learning process according to the learning IPS

there is interaction between the teacher and the student. This finding is in line with relevant research from (Winangun, 2023) that learning activities are interactive educators and learners about learning content that is better to start with interesting activities. This activity is necessary to increase the participation of students so that they can start the learning activity well.

Learning activities sharpen the entire potential of the individual so that there will be certain behavioral changes in learning, in this case students need to get the opportunity to do the activity (Ariaten and Feladi, 2023). A learning activity is a whole series of activities or activities consciously performed by a person that result in a change in him or her, such as a change of knowledge or skill. Learning activities can be done both inside and outside the classroom, taking advantage of the environment and inviting children to observe the environment is improving the balance in learning activities, which means learning is not just happening in classrooms.

The implementation of differential learning in class V has also been carried out in accordance with the aspects contained in the differentiation learning strategy of primary school, namely readiness to study, interest in learning, and learning profile. Where the teacher as a facilitator of learning has already understood the diversity of pupils that occurred in the class. This finding is in line with the research relevant from (Walidain, Nurul, Haris, Fitriyanto, 2023) that the pupils are unique individuals with characteristics that differ from other individuals. The uniqueness arises from the diversity of characteristics, whether it is a diversity in interests, learning styles, backgrounds, or the diverse ability of the student in receiving the material information taught.

Based on the results of this study, the conclusion can be drawn that the student's learning activity in IPS learning using the differential learning model in class V is good, where the student is already active at the time of the learning process, the student can work on the tasks given by the teacher, even when the learning activity still there are some students who are less attentive to the teacher when explaining. In the learning process, the activity of the student is very important and needs to be considered by the teacher so that optimal results can be obtained. Learning activity is derived from an academic verb that means vigorous, always trying to work or study earnestly in order to brilliant achievement (KBBI, 2016). Wijaya in (Pidrawan, Rasna Putrayasa, 2022) activity is the intellectual and emotional involvement of students in learning activities teaching, assimilation (absorbing) and accommodation (menyesuaikan).

Learning activity is closely related to the student's interest in a subject. Students' learning activities also play an important role in sharpening the potential of individuals that can promote behavioral change (Widodo, Syazali, Umar, 2022) Implementation of learning based on observations and interviews with researchers is the process of implementing IPS learning using a differentiation model, to see how student learning activities are in line with the aspects of differential learning strategies in primary schools that are performed based on the learning needs of pupils. To implement learning with differentiating models teachers must be able to respond to pupils' learning needs, make pupils active in learning not until there is pressure in learning so that all pupils get what they want, because pupils have different characteristics and different understanding. The findings are in line with the relevant research from (Suwartiningsih, 2021) Differential learning should be rooted in the fulfilment of student learning needs and how teachers respond to such learning needs. Thus, teachers need to identify learning needs more comprehensively, in order to be able to respond more accurately to the learning needs of their students.

At the time the assignment of the teacher gives different tasks according to the ability of the student, proved at the time of the task given to the student who has high abilities assigned to draw well how to layout the area of residence according to his observation, imagination, and creativity by a simple map. And for the student has a low ability assigned in writing to tell how the region

of his residence. Based on an interview with a classmaster because students at the time of assignment do not have any pressure in the study then all students can get what they want. This finding is in line with the research relevant from (Sulistiyosari, Karwur, Sultan, 2022) At the time of the learning process the pupils are not only required to follow the will of the teacher, but the teacher must also be able to understand the potential of each pupil, so that the pupil can follow the learning happily without any pressure.

4. CONCLUSION

Based on the results of the study on the student's learning activity in IPS learning using the learning model of differentiation of class V SD State 63 OKU can be concluded that: Results of the observation analysis and interview conducted directly with the teacher Kela V that the learning activity of the pupil in class V in SD State 63, OKU is good, where the teacher has compiled the steps with the implementation of learning IPS using the differentiating model that corresponds to the strategy consisting of three aspects (1) readiness to learn is the ability of pupils to learn new concepts; (2) learning interest is learning what the pupils like and interests so that it produces meaningful learning; (3) student learning profile is the learning process approach that is delighted by pupils. (budaya, bahasa, gaya belajar). With the diversity of activities implemented by the teacher in the learning process, the students are enthusiastic about learning, so that the students feel happy to study in groups and there is no stress when the learning activity is in progress. However, there are obstacles that are encountered when learning is going on, which is because of the sitting in groups there are some students who are less active or even less attentive when the teacher explains the material and at the time of work there are students who have not finished because the learning has been completed. Based on the results of the overall data analysis, it can be concluded that the student's learning activity in IPS learning using the differential learning model in class V is good, where the student is already active at the time of the learning process, the student can do the tasks given by the teacher.

REFERENCES

- A, Heryanto, Firmansyah D. (2022) Transposition of TTI (Transfer, Translation, Imitate) in Music Notation Learning Through Score Creator. Sitakara, PGRI University of Palembang. 5 (2)
- Ariana, I.G. G. (2022). Improving post-pandemic IPA Learning Activity with the CLIS Learning Model in Class V Students 6(1), 87–94.
- Asuke, S., Isa, R., Panigoro, M., L.Asi, L., & Mahmud, M. (2023). *Journal of Economic and Business Education*, 1(1).
- Aprima, D., & Sari, S. (2022). *Cendikia : Media Scientific Journal of Education Analysis of Applications of Differentiated Learning in the Implementation of Merdeka Curriculum in Mathematics Teachings SD*. *Cendakia : Media Journal of Science of Education*, 13(1), 95–101.
- Besare, S. (2020). Interest Relationship with Student Learning Activities. *JINOTEP (Journal of Innovation and Learning Technology): Research and Research in Learning Technologies*, 7(1), 18–25. <https://doi.org/10.17977/um031v7i12020p018>
- Farid, I., Yulianti, R., Hasan, A., & Hilaiyah, T. (2022). Differential Learning Strategies in Meeting the Learning Needs of Students in Elementary Schools. *Journal of Education and Counseling*, 4, 1707–1715.
- I. G. A. Pidrawan, Rasna, I. W., & Putrayasa, I B. (2022). Analysis of Strategies, Activities, and Learning Outcomes of Students in Writing Learning provided by Indonesian Language

- Teachers in Denpasar City. *Journal of Indonesian Language Education and Learning*, 11(1), 75–86. https://doi.org/10.23887/jurnal_langasa.v11i1.973 Iskandar, D. (2021). Improving Students' Learning Outcomes on Text Reports Through Differentiated Learning in Class IX. A State Primary School 1 Sape. *Journal of Education and Learning of Indonesia*, 1, 123–140.
- Jumriani, Syaharuddin, Hadi, N. tasya F. W., Mutiani, & Abbas, E. W. (2021). *Basicedu Journal: Components of the IPS Curriculum in Elementary Schools on Curricula 2013*. *Basicedu Journal*, 5(4), 2027–2035.
- Martanti, F., Widodo, J., Rusdarti, R., & Priyanto, A. S. (2022). Strengthening Student Profile of Pancasila Through Differential Learning at IPS Lectures in the School of Movement. Graduate of Unnes, 415–417. <http://pps.unnes.ac.id/prodi/prosiding-graduate-unnes/412>
- Murjainah, Arhinza, A., & Sukardi. (2023). P5 based differential learning analysis on IPAS Class IV elementary school lessons. *On Education*, 06(01), 6518–6528.
- Nizamuddin, Azan, K., Anwar, K. Ashoer, M., Nuramini, A., Goddess, I., Abrory, M. Pebriana, P. H., Basalamah, J., & Sumianto. (2021). *Research methodology*. CV. DOTPLUS.
- Sugiyono, P.D. (2019). *Qualitative Quantitative Research Methods and R&D* (M. Dr. Ir. Sutopo. S.Pd (ed.)). Alfabeta.
- Sulistiyosari, Y., Karwur, H. M., & Sultan, H.. (2022). Application of differential IPS learning to the free curriculum. *Harmony*, 7(2), 66–75.
- Suwartiningsih. (2021). Application of Differentiated Learning to Improve Student Learning Outcomes in the Lessons of IPA Land Languages and Continuity of Life in Class IXb Full Semester SMPN 4 Month Learning Year 2020 / 2021. *Journal of Indonesian Language Education and Learning*, 1, 80–94.
- Walidain, S. Nurul, Haris, A., & Fitriyanto, S.. (2023). Physical Problem Solving Ability Analysis in Differential Learning. *Journal of Literacy and Learning Indonesia*, 3(1), 50–57.
- Wahyuni, S., Wulandari, F., & Setyowati, R. (2022). The Impact of Media Booklets on IPS Learning Results on Elementary School Students. *Basicedu Journal*, 6(2), 2071–2080.
- Widodo, A., Angga, P. D., Syazali, M., & Umar. (2022). *Journal of Education and Counselling: Analysis of Teachers' Difficulty in Measuring Student Learning Activity on Distance Learning*. *Journal of education and counselling*, 4, 1349–1358.
- Winangun, M.A. (2023). Integration of Tri Hita Learning Activities Due to 4C Orientation in the Curriculum Basic Concepts of IPA SD. 4(1), 71–80. Yestiani, D. K., Zahwa, N., & Tangerang, U. M. (2020). Teacher's Role in Learning in Elementary School Students, 4, 41–47.