

The Implementation of Differentiated Learning with a Problem-Based Learning Model to Enhance Learning Outcomes in Pancasila Education Subject

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Abstract: This study examines the effect of implementing differentiated learning with the Problem-Based Learning model on students' learning outcomes in the Pancasila Education subject. The method employed in this research is classroom action research involving 25 Grade VII-F students at SMPN 6 Madiun. The study was conducted over two cycles, each comprising the stages of planning, implementation, observation, and reflection. The research results were analyzed using simple quantitative techniques to evaluate learning outcomes and the percentage of student mastery. The findings indicate that implementing differentiated learning with the Problem-Based Learning model in the Pancasila Education subject effectively improved students' learning outcomes. This was demonstrated by the increase in the percentage of student mastery across the cycles. Pre-cycle data showed that only 24% of students achieved mastery. After the intervention, student mastery increased to 52% in the first cycle and 84% in the second cycle.

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Introduction

Professional educators play a central role in guiding students to achieve learning objectives. According to Ki Hajar Dewantara, the role of teachers is to guide students in self-development in alignment with their character and environment (Efendy, 2023). Students inherently possess an innate potential that can be developed through appropriate guidance. Therefore, teachers must understand their students' characteristics and learning needs to create an effective learning process. However, current teaching practices remain dominated by conventional, teacher-centered approaches, such as lecturing. This leads to a lack of opportunities for students to actively engage and learn according to their interests and talents, ultimately contributing to low student interest and academic performance (Nurfaliza & Hindrasti, 2021).

This condition is also evident in the teaching of Pancasila Education, where rote-based teaching methods reduce student motivation (Fatimah et al., 2023). Observations conducted at SMPN 6 Madiun in Grade VII-F revealed that students' low interest in Pancasila Education is due to monotonous lecture methods. Preliminary data showed that only 24% of students met the minimum competency criteria. These findings highlight the urgent need for innovative teaching models to increase student interest and learning outcomes. One relevant innovation is differentiated instruction, which emphasizes tailoring teaching strategies to students' individual

needs. This approach has been applied in various educational programs to enhance student engagement and learning outcomes (Sulistiyaningrum & Fathurrahman, 2023). It allows teachers to adjust their teaching strategies based on students' diversity, interests, readiness, and learning needs (Ramadhan et al., 2023). According to Amini et al. (2023), differentiated learning involves several components: differentiation of content, process, and learning products. This approach enhances student engagement as each teaching strategy is designed to meet individual student needs.

Differentiated learning can be integrated with the Problem-Based Learning (PBL) model. PBL is a problem-solving-based learning approach designed to train students in critical thinking, collaboration, and creative problem-solving. The Problem-Based Learning (PBL) model has proven effective in improving students' critical thinking skills and learning outcomes. For example, implementing PBL increased students' critical thinking skills by 24.2% (Nafiah & Suyanto, 2014). Furthermore, applying PBL in vocational schools has enhanced student activity and learning outcomes (Sukirman & Solikin, 2020). Another study revealed that PBL increased the percentage of students meeting the Minimum Competency Criteria (KKM) from 66.67% in the first cycle to 85.71% in the second cycle (Nurbianto, 2019). According to Sarie (2022), the syntax for implementing PBL integrated with differentiated learning includes four steps: (1) orientation to the problem, (2) organizing students based on their learning profiles, (3) group investigation integrating differentiated content and process, and (4) development of learning products tailored to student's interests and talents.

Previous studies have demonstrated the effectiveness of differentiated instruction and the PBL model in improving learning outcomes. Susanti et al. (2023) stated that integrating these approaches increases student activity and learning outcomes in Pancasila Education. Iksan et al. (2023) supported these findings, showing that differentiated learning effectively enhances learning outcomes in the same subject. Makmun et al. (2023) also found that differentiated learning positively impacts student engagement and academic achievement.

The Problem-Based Learning (PBL) model has consistently proven effective in enhancing student learning outcomes. Its application across various disciplines, including Pancasila Education, has improved student motivation and conceptual understanding. By integrating differentiated instruction into PBL, the learning process becomes not only more inclusive but also more relevant to the needs of students (Sarie, 2022). Based on the above discussion, this study aims to analyze the impact of implementing differentiated instruction integrated with the Problem-Based Learning (PBL) model on learning outcomes in Pancasila Education. This research is expected to contribute theoretically to developing innovative learning models and provide practical implications for educators in improving classroom learning quality.

Research Method

The research method employed in this study is Classroom Action Research (CAR), aimed at improving the learning process through iterative cycles comprising the stages of planning, action implementation, observation, and reflection (Arikunto et al., 2015). CAR was conducted collaboratively between the researcher and the teacher to enhance the quality of learning and student outcomes. This study was carried out over two cycles in Grade VII-F at SMPN 6 Madiun, involving 25 students during the even semester of the 2023/2024 academic year. The subject matter addressed in this study was Pancasila Education, explicitly focusing on Indonesia's diversity. The research activities were divided into four stages: (a) Planning. At this stage, the researcher designed

the learning steps to be implemented, including preparing learning tools, research instruments, and evaluation methods; (b) Action Implementation. The planned learning process was done in the classroom according to the predetermined design; (c) Observation. The researcher and collaborators observed the learning process to identify student responses and the effectiveness of the actions; and (d) Reflection. Data from observations were analyzed to evaluate the actions' success and to determine improvements for the subsequent cycle.

The data collection techniques used in this study included (a) observation and interviews. These were employed to collect preliminary data on students' learning profiles, such as learning styles and initial comprehension levels; (b) tests. These were conducted to measure the development of students' learning outcomes in each cycle, particularly in Pancasila Education topics. The collected data were analyzed quantitatively to assess students' learning achievement levels. The analysis involved calculating the average test scores for learning outcomes in each cycle and the percentage of students achieving learning mastery, which was determined based on the minimum competency criteria (MCC) score of 80. Ideal mastery in CAR was set at a minimum of 80% of students meeting the MCC, as Melinda (2018) outlined. The success of this study was determined by the improvement in the percentage of students achieving mastery across the cycles. The research was deemed successful if at least 80% of the students in Grades VII-F scored ≥ 80 , which aligns with the established MCC standards.

Results and Discussion

This study employed classroom action research to improve the learning outcomes of Grade VII-F students at SMPN 6 Madiun in the Pancasila Education subject. The researcher implemented differentiated instruction with the Problem-Based Learning (PBL) model progressively across two cycles to enhance students' learning outcomes. Each cycle was conducted in a face-to-face setting for 3x40 minutes. The results of each cycle are as follows:

Pre-Cycle Results

During the pre-cycle stage, the researcher conducted observations and interviews with students on May 8, 2024. These activities aimed to gather baseline data on students' learning readiness and profiles. Additionally, the researcher sought to identify learning difficulties faced by students, as the pre-cycle data indicated low average scores in Pancasila Education. The pre-cycle learning outcomes are presented in Table 1.

Table 1. Pre-cycle Learning Outcome Data

Data	Description
Number of students	25
Students achieving mastery	6
Students not achieving mastery	19
Average score	68.48
Mastery percentage	24%

Based on the observations and interviews, the researcher found that students lacked interest in studying Pancasila Education. This lack of interest was attributed to conventional teaching methods, which made students feel tired and unmotivated. Students struggled to understand the

teacher's explanations due to their diverse learning styles. Some preferred learning through videos, independent reading, or peer collaboration, while others enjoyed challenging and collaborative learning activities.

The researcher planned to implement differentiated instruction with the PBL model from these findings. Differentiated learning allowed the researcher to design activities based on students' learning profiles, including their interests, talents, readiness, and learning styles. This approach was integrated with the PBL model, which provided challenging problem-based scenarios for collaborative analysis.

First Cycle Results

The first cycle consisted of planning, implementation, observation, and reflection activities. During the planning stage, the researcher carried out the following tasks: (1) preparing teaching modules, (2) designing material content based on students' profiles, (3) creating worksheets, and (4) developing assessments. The implementation stage was conducted on May 15, 2024, following the Problem-Based Learning (PBL) syntax, which included (a) problem orientation. Presenting problems through worksheets, (b) organizing students. Forming groups based on learning readiness, comprising five high-achieving students, ten medium-achieving students, and ten low-achieving students, (c) guiding group investigation. Providing learning materials in diverse formats, such as illustrated modules for visual learners and videos for audiovisual learners; (d) developing and presenting products: Allowing students to present their work according to their interests, such as using PowerPoint, infographics, posters, etc., and (e) individual assessment: Students completed individual tests to measure their learning outcomes. The students' learning outcomes for the first cycle are presented in Table 2.

Table 2. First Cycle Learning Outcome Data

Data	Description
Number of students	25
Students achieving mastery	13
Students not achieving mastery	12
Average score	79.96
Mastery percentage	52%

In addition to implementation, the researcher conducted observations by monitoring the learning process and recording findings on observation sheets. Following the observations, the researcher reflected on the results by comparing the learning outcomes data with the observations. The reflections from the first cycle indicated the following: (a) students' learning outcomes improved but did not meet the success indicators, requiring further action in the second cycle; (b) the group sizes were too large, leading to ineffective discussions, (c) some students engaged in off-topic conversations, highlighting the need for classroom agreements, and (d) many students found the worksheets difficult due to insufficiently detailed instructions, necessitating revisions.

Findings of the Second Cycle

The activities in the second cycle focused on improving the learning process from the first cycle. This cycle consisted of four stages: planning, implementation, observation, and reflection.

The planning stage in the second cycle involved (1) developing teaching modules, (2) preparing worksheets with more detailed instructions, and (3) organizing small group formations.

The next stage, implementation, was conducted on May 22, 2024. This stage followed the steps of the Problem-Based Learning model as applied in the first cycle. However, students were reorganized into smaller groups: one group of advanced students consisting of five learners, two groups of moderate-ability students with five learners each, and two groups of lower-ability students, also with five learners per group. The purpose of forming smaller groups was to enhance the effectiveness of discussions and ensure that each member actively participated in completing the tasks. A classroom agreement was also introduced during the preliminary activities to foster a more conducive and effective learning environment.

Each step of the implementation phase in the second cycle was observed. The observations aimed to identify changes in student behavior following the improvements in the learning process. Observable changes during this cycle included a more conducive learning atmosphere and practical group discussions. These changes positively influenced student learning outcomes, as illustrated in Table 3.

Table 3. Learning Outcome Data of the Second Cycle

Data	Description
Number of students	25
Number of students achieving mastery	21
Number of students not achieving mastery	4
Average student score	84
Mastery percentage	84%

The subsequent stage after observation was reflection. Reflection activities in this second cycle compared the observation results with the student's learning outcome data. The reflections revealed the following insights: (1) student learning outcomes showed improvement, meeting the success indicators of more than 80%, and (2) observational data indicated increased student activity, as evidenced by active and effective discussions and a conducive classroom environment.

Recapitulation of Student Learning Outcomes Using Differentiated Learning with the Problem-Based Learning Model

Student learning outcomes were measured through individual tests conducted at the end of the learning process. The recapitulation of the learning outcomes of class VII-F students in the Pancasila Education subject for each cycle is presented in Table 4.

Table 4. Recapitulation of Student Learning Outcomes

Data	Pre-Cycle	First Cycle	Second Cycle
Number of students	25	25	25
Number of students achieving mastery	6	13	21
Number of students not achieving mastery	19	12	4
Average score	68.48	79.96	84
Mastery percentage	24%	52%	84%

The initial observation data obtained by the researcher in class VII-F at SMPN 6 Madiun indicated low student interest in the Pancasila Education subject. This lack of interest was attributed to the conventional teaching methods used by the teacher, which failed to consider students' differences. Consequently, student learning outcomes were low, as reflected in the pre-cycle data, where the mastery percentage was only 24%. To address the issues of low interest and achievement, the researcher implemented differentiated learning with the Problem-Based Learning (PBL) model.

The differentiated learning design with the PBL model effectively improved student learning outcomes. Herawati et al. (2023) explained that implementing differentiated PBL can enhance student interest and learning outcomes because the learning process is tailored to the student's needs. Similarly, Agustiana et al. (2023) stated that in differentiated learning, teachers view students as individuals with distinct profiles and learning needs, thus adjusting their teaching methods accordingly. This approach helps students grasp the material more quickly because they can learn in ways that align with their learning profiles. Additionally, Wardhani et al. (2023) emphasized that applying the PBL model can improve student learning outcomes in Pancasila Education. The PBL model, being problem-based and challenging, effectively attracts students' interest in learning. Increased interest subsequently leads to improved learning outcomes.

The improvement in student learning outcomes through the application of differentiated learning with the PBL model can also be observed in the data from each cycle of this study. In the first cycle, the mastery percentage increased to 52%, although this result has not yet met the success indicator. The researcher then conducted observations and reflections to identify areas for improvement from the first cycle. The reflections revealed the following points: (1) groups needed to be divided into smaller units because larger groups were ineffective for discussions, (2) a classroom agreement was necessary to enhance discipline as some students engaged in off-topic conversations, and (3) student worksheets required more detailed instructions to prevent confusion. These improvements were implemented in the second cycle of the study.

The second cycle showed an increase in the mastery percentage of student learning outcomes, reaching 84%. The results of the second cycle met the success indicators. The success in this cycle was attributed to the improvements made during each study phase. One such improvement was the reorganization of groups into smaller units, which made the learning process more effective. This grouping method provided equal opportunities for all members to participate in discussions, making the discussions more meaningful and effective (Rifai, 2018).

Another improvement in the second cycle was creating a classroom agreement during the preliminary activities. The agreement was established through negotiations with students regarding permissible and non-permissible behaviors during lessons. Students also determined the appropriate penalties for violating the agreement. This classroom agreement was introduced because many students in class VII-F engaged in off-topic conversations during discussions. The agreement effectively created a safe and orderly classroom environment, facilitating more effective learning. Hasibuan et al. (2023) highlighted the benefits of classroom agreements, stating that they help create a safe, comfortable, and orderly environment that does not disrupt students' concentration during learning.

Another improved aspect in the second cycle was the student worksheets, which were redesigned with more detailed instructions. Providing detailed instructions helps students, especially those with lower abilities, to complete tasks more effectively. Detailed instructions on worksheets represent a form of instructional communication by the teacher. Surip (2023) explained that instructional communication is structured teaching communication aimed at helping students

understand the teacher's explanations clearly. Through such communication, students are guided and directed with instructions, making comprehending the material and completing their tasks easier.

Conclusion

Implementing differentiated learning with the Problem-Based Learning (PBL) model can improve the learning outcomes of class VII-F students at SMPN 6 Madiun in the Pancasila Education subject. This is evidenced by the increased percentage of student mastery in each study cycle. In differentiated learning with the PBL model, the teacher pays greater attention to the individual differences among students. The teacher recognizes that each student has a unique learning profile and needs, requiring tailored teaching methods. Instruction is adapted to suit students' profiles and learning needs, facilitating their understanding of the material by allowing them to learn in ways best aligned with their learning profiles. In addition to supporting students' understanding of the material, the PBL model creates a challenging learning environment that captures students' interest in learning. This increased interest subsequently improves students' learning outcomes in the Pancasila Education subject.

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