

Differentiated learning through the PBL model to improve Indonesian language learning outcomes for elementary school students

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Abstract: *One of the reasons for the low achievement of learning Indonesian in SDN 2 Tlogosari is the lack of attractiveness of students during learning. This study aims to determine the increase in student learning outcomes in the main idea material through differentiated learning with the Problem Based Learning (PBL) model. This type of research is classroom action research (CAR). The research subjects were grade 4 students at SDN 2 Tlogosari, Ayah District, Kebumen Regency. Data collection techniques using the method of observation, interviews, and tests. The data obtained is then analyzed. The results of the research show the implementation of differentiated learning of the PBL model can improve student learning outcomes in the main idea material.*

Keywords: *Differentiated learning; PBL models; Learning outcomes*

Introduction

Education is an important component in human life. According to Fauzia, (2018) education is the stage of improving human quality including knowledge, attitudes, and abilities. Educational goals can be achieved through the learning process. In order for learning to be more effective, the teacher needs to determine a suitable learning model to achieve learning goals (Anggriani, 2021). Factors that influence the achievement of goals in the learning process include using learning approaches, learning methods, and media that are aligned with the material described.

The implementation of an independent curriculum in elementary schools that promotes differentiated learning with problem-based learning models (Problem Base Learning) or PBL and project-based learning (Project Base Learning) or PjBL, requires teachers to always develop themselves so that they can present a learning process that is in accordance with nature's nature. and the nature of the times in students. This is in accordance with Ki Hajar Dewantara's educational philosophy, namely the among system, that teachers must be able to guide students to develop according to their nature (Aprilianti et al, 2021). Ki Hajar Dewantara's educational philosophy is in line with the concept of differentiated learning, namely learning that meets the learning needs of each individual in terms of interests, learning profiles, student readiness so as to achieve increased learning outcomes (Tomlinson, 2000).

Differentiated learning is also defined as a way of recognizing and teaching according to the different talents and learning styles of students (Morgan, 2014). The teacher facilitates students according to their needs, because each student has different characteristics, so they cannot be given the same treatment. Differentiated learning is not individualized learning

(Marlina et al., 2019). However, it is more inclined to learning that accommodates the strengths and learning needs of students with independent learning strategies

The learning model is very influential in learning activities in the classroom. To build students' critical thinking, teachers can apply learning models by giving problems that involve students to think critically. One suitable learning model, namely Problem Based Learning (PBL). This is because the PBL model involves students in problem-based learning activities to gain knowledge and ability to solve problems (Anugraheni, 2018). The PBL model uses a constructivist approach, namely students become the focus of learning so that it encourages them to play an active role in learning (Fauzan et al., 2017). The PBL model makes students more active in solving problems and finding solutions to these problems, students are more responsible for ongoing learning (Setiyaningrum, 2018).

In the Merdeka curriculum, students are given the freedom to learn and it is expected that students can think critically. There are various subjects that students can study, such as Indonesian, where these subjects can develop knowledge and understanding of the material, interconnected to foster a sense of unity in Indonesian (Seso et al., 2022). Khair (2018) said that learning Indonesian aims to hone students' ability to speak the language and express ideas critically and creatively. In Indonesian subjects, especially the main idea material, obstacles often occur in learning activities, namely students find it difficult to understand and determine the main idea of a paragraph. Students' understanding of the material being studied is lacking, resulting in suboptimal learning outcomes (Kamarianto et al., 2018). According to Ariawan et al. (2018), Obstacles to maximizing the achievement of students' comprehension abilities are due to the inconsistency of learning to read. Learning at school only focuses on listening, completing assignments, and focusing on books makes students passive (Utami, 2019).

Learning outcomes are achievements or results achieved by students in learning either through assignments or working on evaluation questions. Students must continue to study in earnest to achieve optimal results. In learning Indonesian, the main ideas of paragraphs require more understanding, students experience difficulties in understanding and determining the main ideas of paragraphs.

According to the problem described, grade 4 students at SDN 2 Tlogosari Kebumen have difficulty understanding and determining the main idea of a paragraph so that student learning outcomes are less than optimal. In order to increase understanding and student learning outcomes, the PBL model is applied. Learning by applying the PBL model is more interesting and meaningful for students, because learning does not only focus on the teacher but focuses on students and actively participates in all learning activities (Mungzilina et al., 2018). Through the PBL model, students are oriented to a problem, can improve critical thinking, are actively involved in group discussions, and can understand the material being taught. The steps of the PBL model, namely (1) Orient students to problems, (2) Organize student work, (3) Conduct investigations to answer problems (4) Arrange the work and present it (5) Evaluate and reflect on the process and results of problem solving. According to Ariyani & Kristin (2021) the PBL model is suitable for use in classroom learning because it has

advantages, namely making students learn and process not memorizing, increasing student activity, solving a problem by collaborating with groups, constructed by students with teacher guidance. With some of these advantages in line with research (Zai et al., 2020) namely "Increasing Learning Outcomes Using the PBL Model" shows that the PBL model has an impact on student learning outcomes which have experienced a significant increase.

Method

This type of research is classroom action research, namely research carried out by examining the problems teachers face in class and taking action on these problems (Farhana, Husna. Awiria. & Muttaqien, 2016). In the study using the model from Stephen Kemmis and M.C. Taggart in (Mu'alimin & Hari, 2014) is composed of 4 components in each cycle namely planning, action, observation, and reflection. The research conducted consisted of two cycles as shown below:

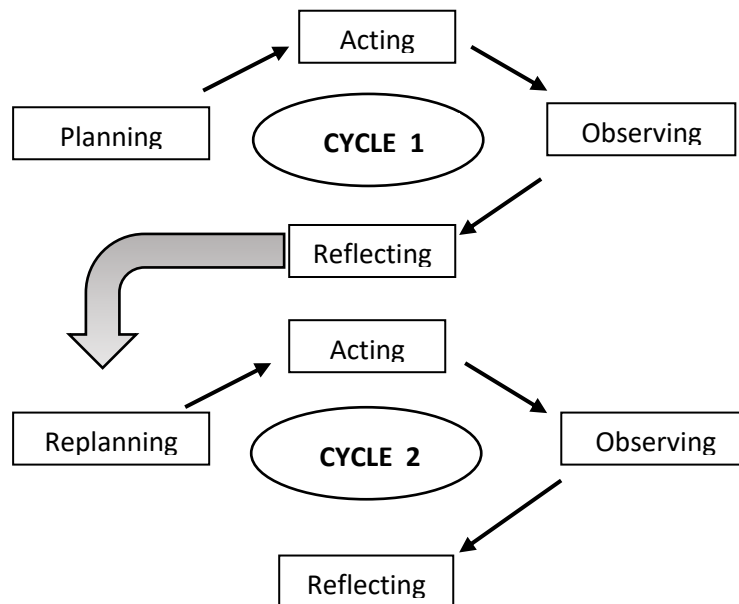


Figure 1. Class Action Research Cycle

This study aims to determine the increase in student learning outcomes on the main idea material through the PBL model in grade 4 SDN 2 Tlogosari Kebumen. The subjects of the class action research were the 4th grade students of SDN 2 Tlogosari Kebumen. The research subject is related to the low student learning outcomes in the main idea material. The data obtained is used to find out student learning outcomes in the form of knowledge assessment data. Data collection techniques in this study are observation, interviews, and tests. Sources of data from teachers and grade 4 students at SDN 2 Tlogosari Kebumen. The research was carried out in 2 cycles with 2 meetings in each cycle. Data analysis techniques were obtained through essay questions to measure student learning outcomes. Student learning outcomes

that reach $\geq 70\%$ then learning can be said to be complete. The results of data analysis can be used to measure the success rate of student learning outcomes.

Results and Discussion

The learning activities in cycle I were carried out quite well. The teacher has made a lesson plan before carrying out the lesson including: making teaching modules, LKPD, teaching materials, learning media, evaluation questions, enrichment questions, and remedial questions. The learning process has been carried out quite well based on several steps in the teaching module by carrying out initial activities starting from greeting, attendance, carrying out P5 activities by reading Pancasila text, students answering trigger questions, and the teacher conveys learning objectives. This activity was continued by applying 5 PBL model syntax, namely (1) orienting students to problems through showing videos containing story text, (2) students were organized into 5 study groups and distributed LKPD, (3) after students gathered with their study groups, students carry out investigations and search for problems found in LKPD, (4) students compile their work and present the results of the discussion but only 1 group does the presentation and other students provide feedback, (5) students and the teacher evaluate and reflect on the results of problem solving. In the final activity stage students are given material reinforcement, working on evaluation questions, and praying. The results of the first cycle of learning during group discussions, there were still students who were passive in group discussions. When students present, not the whole group makes a presentation, but only one group so that the group presentation seems passive, because there are students who pay less attention and are less enthusiastic in responding to group presentations. Teachers must approach and guide students so that they are actively involved in learning. Deficiencies in cycle I were corrected in cycle II so that student learning outcomes were optimal.

Learning activities in cycle II are in accordance with the reflections in cycle I using the PBL model. Before carrying out the lesson, the teacher makes a lesson plan according to the improvements in cycle I. In the learning activities in cycle II, the teacher has carried out the learning well by implementing the initial activities in accordance with the teaching modules that have been made, namely starting learning by praying, attendance, carrying out P5 activities by reading Pancasila text, students answer trigger questions, and the teacher conveys the learning objectives. It continues with the core activities by applying the 5 PBL model syntax, namely (1) orienting students on issues by displaying reading texts that are less than the reading texts in cycle I, (2) Organizing students to form study groups for discussion, here the teacher distributes worksheets that will be discussed by students, (3) students conducted investigations and searched the problems in the LKPD by discussing groups, (4) Students compiled the results of the discussions and made presentations on the results of the discussions. The presentation of the results of the discussions was carried out by all groups in turn and other groups gave feedback, (5) evaluated and reflected on the results of the discussions that had been carried out with the group. At the end of the activity the teacher gives material reinforcement, students work on evaluation questions, and continue with

praying. In cycle II the teacher has made improvements to the problems encountered in cycle I. In the learning activities of cycle II students have shown improvement in learning. Students better understand the material being studied and are actively involved in group discussions. In cycle I the ability of students to determine the main idea has 60% completeness and cycle II has 85% completeness. The data shows a significant increase in learning outcomes in cycle II, namely 25%. This is in accordance with the theory put forward by Duch, Allen and White in Hamruni (2012: 104) the problem-based learning model provides conditions for improving critical and analytical thinking skills and solving complex problems in real life so that it will create a "culture of thinking" in oneself. student. This kind of learning process requires students to play an active role in learning activities that are not only teacher-centered. That way it can improve student learning outcomes in the subject matter presented.

The results of this study are also in line with several previous studies. Research from Manalu (2021), with the title "Improving Students' Ability to Develop Main Ideas into Short Stories by Applying the Problem Based Learning Model for Grade VI SM Students. Odd SDN.173480 Martonabala TP 2020/2021 "said the PBL model was effective in increasing student learning outcomes with research results in cycle I of 82.27% and in cycle II of 87.50%. This research is also relevant to the research of Tarigan et al. (2021) with the title "Increasing Student Learning Outcomes Using Problem Based Learning Models in Thematic Learning" obtained results in the first cycle of 60% and 86% in the second cycle, there was an increase in learning outcomes of 26%. As with research by Setiyadi et al., (2018) using problem-based learning is easy to use and it is easier for students to understand the learning material delivered by the teacher. According to the discussion, student learning outcomes have increased. The PBL model can increase student activity in learning which has an impact on increasing student learning outcomes (Novelni & Sukma, 2021).

Based on the explanation above, that by providing the right learning model in the teaching and learning process greatly influences the increase in student learning activities and outcomes. All teachers want the teaching and learning activities to be in accordance with the expectations and desires that are achieved after the teaching and learning process ends. In order for what is expected to work then with thus it is necessary to make changes in the learning process so that teaching has good quality.

Conclusion

According to the results of research on grade 4 students on the main ideas at SDN 2 Tlogosari Kebumen, it can be concluded that through the PBL learning model it can improve student learning outcomes. This research shows that problem-based learning can help students to solve problems and build their own knowledge, so students will easily understand the material. In the first cycle of completeness, student learning outcomes were 60% and in cycle II, student learning outcomes were 85%. This shows that the implementation of the PBL model on the main idea material can improve student learning outcomes by 25%. The obstacles in implementing this learning model are that students are still not used to

conducting group discussions, so habituation is needed so that the learning process can run well.

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