
REFLECTION ON THE IMPLEMENTATION OF DIFFERENTIATED SOCIAL STUDIES LEARNING TO SUPPORT THE ACHIEVEMENT OF ISLAMIC PERSONALITY VALUES IN THE MERDEKA CURRICULUM

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Abstrak

Penelitian ini bertujuan untuk mengetahui penerapan pembelajaran IPS yang dilakukan secara diferensiasi, proses penerapan dan dampaknya terhadap siswa. Peneliti akan menggali data mengenai apakah model pembelajaran diferensiasi ini akan menjadi solusi atau tidak dalam mengembangkan pembelajaran mandiri dalam melaksanakan pembelajaran diferensiasi bagi siswa MTs. Wachid Hasyim Surabaya dengan berbagai kebutuhan siswa yang bervariasi. Metode kualitatif dipilih untuk memperoleh data mendalam mengenai pelaksanaan pembelajaran berdiferensiasi dan relevansinya dengan kurikulum pembelajaran mandiri. Sedangkan studi kasus dipilih karena menggambarkan fenomena inovasi pembelajaran yang berdiferensiasi dengan mengacu pada sekolah yang menjadi fokus penelitian. Dari dua sumber ajaran Islam terkait dengan hal-hal muamalah. Ayat-ayat tentang ibadah dan ayat-ayat tentang kehidupan sosial adalah satu dari seratus. Untuk satu ayat ibadah ada seratus ayat muamalah. Begitu juga dalam kitab-kitab hadis. Dari dua puluh jilid Fath al-Bari: Syarah Sahih Bukhari, hanya empat jilid yang berhubungan dengan masalah ibadah. Hal ini menunjukkan pentingnya nilai keperibadian siswa yang diajarkan dalam pembelajaran berdiferensiasi. Pembelajaran diferensiasi pada mata pelajaran IPS diterapkan di MTs. Wachid Hasyim Surabaya telah memberikan dampak positif bagi siswa dan guru. Penerapan pembelajaran berdiferensiasi yang dilakukan oleh guru IPS menggunakan tiga tahapan, yaitu 1) diferensiasi isi yang diterapkan dalam memetakan minat siswa, 2) diferensiasi proses. Peneliti melihat dalam melaksanakan pembelajaran diferensiasi, guru masih kebingungan mengenai konsep diferensiasi proses yang tepat.

Kata kunci: Diferensiasi, Nilai Keperibadian Islami, Pembelajaran IPS, Kurikulum Merdeka.

Abstract

This study aims to determine the application of social studies learning carried out in a differentiated manner, the implementation process and its impact on students. The researcher will explore data on whether or not this differentiated learning model will be a solution in developing independent learning in implementing differentiated learning for students of MTs. Wachid Hasyim Surabaya with various student needs. The qualitative method was chosen to obtain in-depth data on the implementation of differentiated learning and its relevance to the merdeka curriculum. Meanwhile, the case study was chosen because it describes the phenomenon of differentiated learning innovation by referring to the school that is the focus of the research. From two sources of Islamic teachings related to muamalah matters. The verses about worship and the verses about social life are one in a hundred. For

one verse of worship there are one hundred verses of muamalah. Likewise in the hadith books. Of the twenty volumes of Fath al-Bari: Syarah Sahih Bukhari, only four volumes deal with matters of worship. This shows the importance of the personality values of students taught in differentiated learning. Differentiated learning in social studies subjects applied at MTs. Wachid Hasyim Surabaya has had a positive impact on students and teachers. The application of differentiated learning carried out by social studies teachers uses three stages, namely 1) differentiation of content applied in mapping student interests, 2) differentiation of the process. Researchers see that in implementing differentiation learning, teachers are still confused about the concept of proper process differentiation.

Keywords: Differentiation, Islamic Personality Values, Social Studies Learning, Merdeka Curriculum

INTRODUCTION

Basically, social studies learning which contains the integration of social sciences should be delivered contextually because it is directly related to society in life because according to Masitoh & Cahyani, (2020), he said that social studies material consists of substance, process, attitudes, values and morals. Meanwhile, Wahidwarni, 2010) emphasizes that there are four views on how to organize the material content in a subject matter, including: separated subject curriculum, correlated curriculum, broad fields curriculum, integrated curriculum. What is important at this time is that social studies material cannot be experienced by students, because the main mindset being developed is that social studies material contains rote material, not applied material, even though (Gunawa, Sudarman & Astuti, 2022) has explained that the term social studies in schools is an established subject. itself as an integration of a number of concepts from social science disciplines, humanities, science and even various social issues and problems of life.

The same thing was also stated by Setiawan (2021), that, in terms of concepts like this, social sciences and social studies are used. Efforts to return the concept of social studies material back to its original essence can be done by social studies teachers by designing social studies learning that liberates students. In the learning process, students are not only required to follow the teacher's wishes, but teachers must also be able to understand the potential that each student has and that is the goal of education. So that students can participate in learning happily without any pressure. Facing student diversity requires teachers to be able to innovate in determining learning models and national education goals which become references in developing social studies education goals (Barr, 2018; Aziz, 2019). In fact, according to Astawa (2017), social studies learning must be differentiated and based on reality and social phenomena which are realized with an interdisciplinary approach and branches of social science.

Teachers have an obligation to understand the interests of each student through the skills possessed by the teacher. Teacher skills in determining learning models are very important because they determine learning achievement. The

differentiation learning model is a learning model that can be an alternative for interestingly delivering material. Differentiated learning is an effort to make adjustments in the classroom to meet the learning needs of each student. The adjustments in question are related to students' interests, learning profiles, and readiness to achieve improved learning outcomes (Tomlinson, 2014; Sapriya, 2017).

This differentiated learning has close continuity with the independent learning curriculum which is currently being promoted in every educational institution. The independent learning curriculum issued by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) aims to create education that is more enjoyable for both students and teachers. This curriculum provides independence for students to develop their potential according to their interests based on Islamic values. The Merdeka Curriculum itself is an initiative of the Indonesian Ministry of Education and Culture to implement a competency-based curriculum that is more student-centred. The aim of the Merdeka Curriculum is to shift the focus of education from memorization and exams to developing students' abilities to think critically, solve problems, communicate effectively, and collaborate with others (Kemdikbud Ristek Dikti RI, 2024).

The independent learning curriculum emphasizes providing more active opportunities for students. Like Ki Hajar Dewantara's philosophy regarding the Among system where teachers are emphasized to guide students to develop according to their nature and be free physically and mentally, have noble character, intelligence and skill, and be physically and spiritually healthy (Sari, Hibana & Zulfa, 2024). Based on the existing problems, it is time for learning to return to being independent in obtaining education. So that students have sovereignty in creating interesting learning.

The curriculum emphasizes project-based learning and encourages students to explore their interests and passions which are based on Islamic values, as well as the characters of independence, tolerance and justice as a differentiation process in social studies learning (Pratama & Abidin, 2024). This is also emphasized in the differentiation process at MTs Wachid Hasyim Surabaya. It also combines digital literacy and 21st century skills to prepare students to face future challenges resulting from a differentiated learning process with the aim of forming moral, Islamic character, personality and noble character, tolerance and social justice.

This research aims to determine the application of social studies learning carried out in a differentiated manner, to find out the process of implementing differentiated learning and its impact on students. Researchers will explore data regarding whether this differentiated learning model will be a solution or not in developing independent learning in implementing differentiated learning in social studies subjects for MTs students. Wachid Hasyim Surabaya with various student needs.



METHOD

This research uses a qualitative research method with a case study approach (Creswel, 2008). The qualitative method was chosen to obtain in-depth data on the implementation of differentiated learning and its relevance to the independent learning curriculum. Meanwhile, the case study was chosen because it describes a phenomenon in differentiated learning innovation by referring to a school that is the focus of the research.

The research was carried out in July 2024 at MTs. Wachid Hasyim Surabaya. Researchers chose MTs. Wachid Hasyim Surabaya, because this school is included in the category of schools that carry out differentiated learning in Surabaya City. The informants in this research are social studies teachers who teach at the MTs Wachid Hasyim Surabaya school are teachers who apply differentiated learning with an emphasis on Islamic values, tolerance, social justice, and sensitivity to social situations to provide information on the implementation of the differentiated learning process and with as many informants as 42 students in class 8C to provide information regarding the impact felt by implementing differentiated learning.

Data collection techniques use three types, namely; 1) observations carried out by researchers to determine learning conditions in schools, 2) interviews with students and social studies teachers to obtain information on the implementation of differentiated learning and the impact felt by students after being given differentiation, where the differentiation in question is emphasizing Islamic values as a characteristic typical of the social studies learning differentiation model at MTs Wachid Hasyim Surabaya, 3) documentation in the form of a Learning Implementation Plan (RPP), student mapping questionnaire, open materials and products produced by students. This research uses technical triangulation, namely paired observation techniques, interviews, and documentation. Source triangulation, namely confirming with student and teacher informants. Data analysis uses three activity flows, namely data collection, data reduction, data presentation and concluding.

RESULTS AND DISCUSSIONS

The differentiated learning model applied in Indonesia is the same as that applied abroad. The application of differentiated learning carried out by social studies teachers can create an interesting learning atmosphere for students. but does not abandon Islamic values. This differentiated learning was carried out by social studies teachers because they saw that students were not focused and there was a decline in student learning outcomes. Students today have a strong mindset that social studies education is a subject that contains a lot of memorization and is boring. Students do not fully understand the objectives of social studies learning.

Social studies learning has a noble goal, namely creating students who have good character and are able to solve social problems that exist in society. In this

research, the purpose of problem solving and character is personality traits as a Muslim, and applying Islamic values in social, religious life and upholding the value of justice in social and community life. Considering the importance of social studies education in supporting students' lives as intended, teachers are called to create learning that pays more attention to students' needs. So that students gain meaningfulness from learning in class and achieve the expected social studies education goals. The existence of IPS has an important role in creating students with noble character and a spirit who instills Islamic values and cares about the problems that exist in society. Where caring in society is the teachings of Islam. This is formulated in the objectives of IPS, namely preparing students to become good citizens (believing in God), having the ability to solve personal problems or social problems in society (social piety with an Islamic basis), and having the ability to make decisions and participate in various good community activities. religious and social (D'Amico, 2013).

The current development of social studies as a subject in schools plays a role in helping solve individual and group problems. According to (Nurjanah, 2021) social science is useful for providing knowledge so that humans can face problems in society. It cannot be denied that problems in social life are increasingly complex and developing. So it is very necessary for students to be given provisions so that they are sensitive to existing problems and are able to solve them. In order to explain the meaning of the idea of social studies, it is not easy to just explain theory, but teachers need appropriate strategies so that the material provided can be accepted and internalized by students (Brenner, 2022).

As research conducted by Lebga, Yemmafouo, Ngouanet, Ghoutum & Mbi (2022), states, differentiated learning is learning that accommodates, serves and recognizes student diversity in learning according to students' learning needs and preferences. These needs and preferences mean the need for students' character who is spiritually strong in Islam and well-established intellectually with a social spirit and justice (Alamsyah, Rahmat & Tandigego, 2024). Differentiated learning is not a new learning approach, but it has been used for a long time in the United States. According to (Hidayat, 2023) The focus of attention in differentiated learning lies in how the teacher pays attention to students' strengths and needs. Differentiated learning is very suitable to be applied to social studies subjects, because social studies subjects have a variety of learning resources so that teachers can develop social studies materials according to students' interests and learning profiles. Social studies learning is closely related to religious formation, career development and the formation of a successful personality and character in the future. As in research Khaerunisa & Purnamasari (2024), differentiation can be a solution to solving problems regarding the diversity of students' abilities when studying in one class, namely a pleasant learning atmosphere, speaking practice, collaborative learning and selection of materials and learning processes to look at a better future and in



based on Islamic values. Proses pembelajaran berdiferensiasi mempunyai beberapa tahapan dalam penerapannya.

The differentiated learning process has several stages in its implementation. (Kusumastuti & Ediyanto (2023), differentiated learning includes 1) differentiation of content in the formation of Islamic and progressive personality character; 2) process differentiation, the process of learning to understand social situations to think critically and build as taught in Islam that critical thinking is to build something better, where in Islam it is often said that today must be better than yesterday; 3) product differentiation (materials, methods and learning references).

Content Differentiation Practices for Social Studies Learning

This content differentiation includes learning readiness, student interests, and student learning profiles. In mapping learning readiness, there are several perspectives that can be used as indicators. (Hapsari, Darhim & Dahlan) introduces equalizer buttons that can determine the level of readiness of students. Based on the type of equalizer offered, researchers focus on the concrete-abstract and slow-fast perspectives. The researcher took these two perspective buttons on the basis that in social studies learning it is necessary to apply contextual methods, meaning that teachers can explain the material by connecting it to concrete conditions in society. This is also the case with choosing a slow-fast perspective, because it cannot be denied that in a class there are definitely students who have the ability to think quickly and some who need time to understand an instruction.

Based on the results of observations, interest mapping was carried out by the teacher by providing an introduction regarding the importance of studying the material. Apart from that, teachers also spark students' interest by delivering learning energetically, with the hope that if the teacher is enthusiastic, students will follow his enthusiasm. Teachers have an important role in exploring students' interests, so that they can support the achievement of meaningful learning. (Salsabila & Tumin, 2022) explains that teachers should be able to explore motivation within students and maximize it so that students have the desire and enthusiasm to learn well.

Teachers create a mapping of learning needs based on learning profile indicators which can provide opportunities for students to convey the desired methods for learning (Lisnawati & Nirmala, 2024). In this mapping, teachers obtain data on students' learning profiles through place of residence, culture and learning styles (Trifatmasari, Oktoviana & Puspitasari, 2023). In this research, the teacher created a questionnaire containing students' learning style choices, including auditory, visual and kinesthetic.

The auditory learning style is able to process information well by listening. In contrast to the visual learning style, students more easily receive information through picture illustrations, diagrams, videos, posters, animations, colors, symbols and graphics. Meanwhile, the kinesthetic learning style tends to be easier to receive

information through direct practice, using the five senses to understand information. These diverse learning styles really need to be accommodated through differentiated learning. According to the student's learning profile, it is the student's preferred approach to learning which is influenced by learning style. Intelligence and culture (Suryati, Ratih, & Maryadi (2024). This learning profile is important for teachers to accommodate, so that in creating learning it can be adjusted to the needs of students. The following are the results of mapping the learning profiles of students in class 8C at MTs. Wachid Hasyim Surabaya can be seen in the following diagram:

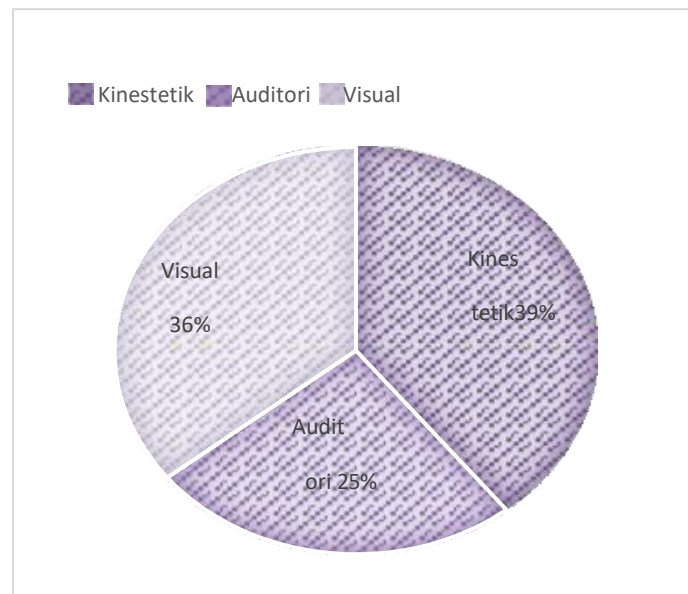


Figure 1. the results of mapping the learning profiles of students in class 8C at MTs. Wachid Hasyim Surabaya

Learning Style Mapping Based on the learning style mapping diagram above, the teacher took a sample of 42 students, it can be seen that the tendency for students' learning style is auditory at 25%, visual learning style at 36% and kinesthetic at 39%. The diagram shows the diversity of learning styles possessed by students in one class. This diversity can be described from largest to smallest, namely kinesthetic, visual and auditory. The diagram explains that the diversity of learning styles in learning must be accommodated by the teacher. This differentiated learning concept can accommodate students' needs. According to (Pohan & Murti, 2022) it is important for teachers to know students' tendencies in learning, of course students must also receive a comprehensive explanation regarding learning style tests. This is useful for increasing students' awareness of suitable learning activities, so that it can lead to effective learning.

Differentiation in the Social Sciences Learning Implementation Process

In this differentiation process, the teacher has a role in analyzing learning carried out independently or in groups. According to (Pohan & Murti, 2022) process differentiation includes: 1) Tiered activities, meaning that in this stage students are

ensured to develop the same understanding of the material being studied, but still support existing differences; 2) provide guiding questions to encourage students to explore the material being studied. Create individual agendas for students, such as making notes on task lists that include students' work according to their needs; 4) facilitate the duration of time for students to complete assignments, in this section teachers need to pay attention to students who need to be given additional time to complete assignments according to their abilities; 5) develop visual, kinesthetic and auditory learning styles; 6) classify groups according to students' abilities and interests.

After obtaining data on students' needs, the teacher designs learning by making a learning implementation plan. Of course, it is adjusted to the students' needs. In this research, the social studies teacher adjusted the curriculum to the students' learning readiness. The material taken in this sample is about the market. Considering the diversity of learning styles that students have, the teacher created learning media using PowerPoint. The material content includes illustrations of market images, conditions to facilitate the delivery of information to visual type students. The material is made in PowerPoint which is equipped with audio explanations, this is made to make it easier for auditory type students to understand the material. Meanwhile, students who have a kinesthetic learning style are facilitated by providing applicable examples when the teacher explains the material in class. The teacher involves students in playing the role of sellers and buyers to illustrate market material in class. It is hoped that kinesthetic type students will gain more meaning in learning.

Based on the results of interviews with social studies teachers, the learning material created in Power Point media was also shared via Google Classroom, so that students could see and listen to explanations of market material at home (Riyanto, Yunita, Jamilah, Monica, et. al (2022) Providing various ways of explaining to students is actually in accordance with Ki Hajar Dewantara's educational concept. According to Ki Hajar Dewantara in (Puspitasari, 2020: 311) he believes that it is not good to standardize things that are not necessary or cannot be standardized. Just like in learning, it cannot be done in just one way for one class. This is confirmed by Tomlinsoan in his book which explains "One size doesn't fit all" which means that one way of teaching or learning will not be suitable or suitable for all (Rajagopalan, 2019).

At the differentiation stage of this process the teacher creates groups based on indicators of speaking, reading and writing abilities. These indicators are used to collaborate students' interests. Collaboration carried out by teachers is to create groups consisting of students who have the ability to speak, read and write. The group aims to ensure that students collaborate with each other in the learning process. This is confirmed by (Farida, Alam, Hafid, Umar & Pakaya (2023) that group

formation in differentiated learning tends to be flexible, students who have strengths in certain fields will join and collaborate with other friends.

Product Differentiation and Its Impact on Student Understanding

At the differentiation stage, this product is a form of students' understanding of the material that is shown to the teacher. Learning products enable teachers to assess students' abilities and also determine subsequent learning. The types of products produced vary greatly, they can be in the form of written observations, presentations, videos, recordings, and so on. The aim of making this product is to determine students' broad understanding of the material studied both individually and in groups. According to (Pozas, Letzel-Alt & Schwab (2023) there are two, The focus points in product differentiation are challenges and creativity. However, teachers really need to provide clear indicators for students to create a product. Although teacher products provide freedom in making products according to their interests and learning needs. The teacher's role is very important in determining student expectations, including; 1) determine the work indicators you want to achieve; 2) in the product the content must appear; 3) planning the teaching process; 4) designing the expected output of the product (Zaki, Suparno & Nulhakim (2021).

This research is in line with the theory above, the teacher has created groups whose composition of students' abilities varies. Each group is given direction in making products based on market materials. The indicators that will be achieved in this material are students' understanding of the market, the conditions for a market to occur, and the types of markets. So the product includes these three contents which are created into a product according to students' interests. At this stage, students' enthusiasm is visible in taking part in the learning, because previously, when making products, students were often not given freedom or the teacher immediately determined only one option that the entire class had to follow. This is a factor in students not being optimal in making products and feeling pressured, because it does not suit their interests.

After being given product differentiation in social studies learning, the teacher was surprised to see the products made by the students. The products produced by students in one class are very diverse, such as handwritten and typed papers, clippings, power points and videos. The researcher concluded that if students were given the freedom to choose according to their interests, the results obtained would be more optimal and could show the creativity of each student in making a product.

The researcher concluded that based on the three differentiation processes that had been carried out by social studies teachers, they had different levels of difficulty (Ries & Renzulli (2018). According to social studies teachers, process differentiation is the most difficult stage between content and product differentiation. Many teachers are still confused about the concept of process differentiation, because students' needs vary, but teachers must be able to treat



students according to students' needs. Teachers' misunderstandings in observing process differentiation lie in how they provide material to students who have varied learning profiles. Teachers' understanding when providing material is differentiated based on the students. So many teachers are found to be lazy in applying this differentiation process (Putra, 2023).

The concept of process differentiated learning is actually not the case, content, process and product differentiation is a system that has been arranged according to the stages of implementation (Andriani, 2023). The mapping results obtained from this content differentiation become the basis for teachers in analyzing students' interests and adjusting teaching materials based on their learning profiles. According to (Hatmoko, Khasanah & Handaka (2023), process differentiation, teachers need to know which students need help and guidance services in learning. The hope is that from differentiated learning, students can feel happy during the learning process. Implementing differentiated learning requires teachers who are confident and optimistic that through differentiated learning they are able to make learning as interesting as possible according to the needs of students. Behind the teacher's challenges in carrying out differentiated learning, there is a response positive feelings felt by students. The students' responses were also very happy in participating in the learning.

CONCLUSION AND SUGGESTION

The research results show that differentiated learning in social studies subjects is applied to MTs. Wachid Hasyim Surabaya has had a positive impact on students and teachers. The application of differentiated learning carried out by social studies teachers uses three stages, namely 1) content differentiation which is applied in mapping students' interests, 2) process differentiation, namely the teacher delivers learning material according to students' interests. In this process the teacher provides teaching materials that vary but have the same content and objectives. The variety of teaching materials provided is in the form of power points designed with lots of pictures and given audio explanations to facilitate visual and auditory type students, while direct explanations are in class using role playing to make it easier for kinesthetic type students. in arranging assignments according to the specified theme. The teacher got satisfactory results in this product differentiation report, because the products produced by the students were very creative and innovative. It can be concluded that differentiated learning creates a pleasant learning atmosphere and students can freely express their potential according to their interests. So that this differentiated learning can be used as a breakthrough to create independence in learning in accordance with the independent curriculum that is currently being implemented.

Researchers see that in implementing differentiated learning, teachers are still confused about the concept of proper process differentiation. Teachers'

misunderstandings in understanding the concept of process differentiation make teachers unable to implement it optimally. It is hoped that future researchers can dig deeper into the concepts and applications of process differentiation.

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