

**Improving Student Learning Outcomes in PPKn Subjects Through Differentiated Learning Methods Among Class XI-12 Students at State Senior High School 3 of Gorontalo City**

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**Abstract** : *This study aims to improve students' learning outcomes in PPKn through the implementation of differentiated instruction in Class XI-12 at State Senior High School 3 of Gorontalo City. The research employed Classroom Action Research conducted in two cycles, each consisting of planning, action, observation, and reflection stages. The research subjects were 38 students in the 2024/2025 academic year. Data were collected through observation sheets, learning outcome tests, and field notes, and analyzed using data reduction, data display, and conclusion drawing techniques. The findings indicate that differentiated instruction significantly improved students' learning activities and learning outcomes. Initial observations showed that only 18% of students achieved the minimum mastery criterion. After the implementation of differentiated learning strategies, student participation and achievement increased progressively across cycles. In the second cycle, classical mastery reached 82%, exceeding the targeted 75%. The results demonstrate that differentiated instruction effectively accommodates students' diverse readiness, interests, and learning profiles, leading to more active participation and improved learning outcomes. Therefore, differentiated instruction is recommended as an effective instructional approach to enhance the quality of PPKn learning.*

**Keywords** : *Differentiated Instruction; Learning Outcomes; PPKn; Classroom Action Research.*

## INTRODUCTION

The learning process is the core of the implementation of education and is the main medium in the optimal development of students' potential. Therefore, the implementation of learning requires systematic, directed, and oriented planning for the needs of students as a learning center *student-centered learning* (Herlina et al., 2025). An educational approach that places students as the main subject encourages active involvement both

cognitively, affectively, and psychomotor in the learning process, so that learning is not only knowledge transfer, but also the formation of competencies and character (Dahlan et al., 2025).

Studies have shown that student-centered learning approaches have been proven to be more effective in improving the achievement of learning objectives than conventional teacher-oriented approaches (Asih et al., 2025; Setyowati et al., 2025;

Kinanthi et al., 2024). The effectiveness of the learning approach is ultimately reflected in the quality of the learning outcomes achieved by students.

The demand for the implementation of a student-centered learning approach is becoming increasingly relevant in subjects that are oriented towards the formation of values and character, such as Pancasila and Citizenship Education (PPKn). However, the effectiveness of this approach has not been fully implemented optimally in classroom learning practices.

Normatively, PPKn subjects require participatory, reflective, and contextual learning because they are not only oriented towards mastering civic knowledge, but also on the formation of attitudes, values, and character of citizens (Millaty Azka et al., 2025). The gap arises when the ideal demands of PPKn learning are still faced with learning practices that tend to be uniform, monotonous, and less adaptive to the diversity of student characteristics.

The gap between ideal conditions and learning reality is reflected in the achievement of student learning outcomes. Conceptually, learning outcomes should represent the integration of cognitive, affective, and psychomotor abilities formed through meaningful learning experiences throughout the learning process (Ridha et al., 2025). Learning outcomes also serve as strategic indicators of learning effectiveness, both achieved through individual efforts and through social interaction and collaborative cooperation in classroom dynamics (Prayoga et al., 2025).

However, in practice, learning outcomes are often still narrowed to the achievement of final grades, without paying attention to the quality of the learning process experienced by students.

This condition is clear based on the results of initial observations in class XI-12 of SMA Negeri 3 Gorontalo City. Of the 38 students, only 7 students (18%) achieved learning completeness, while 31 students (81%) did not meet the Minimum Completeness Criteria (KKM) standard of 75%. This data shows that there is a significant gap between the competency targets set and the actual learning outcomes of students, which indicates that the ongoing learning process has not been able to facilitate students' learning needs optimally.

Further analysis shows that the low learning outcomes are not solely caused by students' academic abilities, but also by the incompatibility of learning strategies with the diversity of student learning readiness, interests, and learning profiles. Uniform learning tends to ignore individual differences, so that some students do not get learning opportunities that match their potential. This condition has an impact on declining learning motivation, low active participation, and limited space for students to build meaningful civic understanding and attitudes.

Based on these conceptual and empirical gaps, learning interventions are needed that are not only oriented towards achieving final results, but also able to improve the quality of the learning process systemically.

Differentiated learning is seen as a relevant and strategic approach because it adapts the content, processes, and learning products to learners' readiness, interests, and learning profiles (Iis Nurhayati, 2023; Naibaho, 2023).

This approach provides a fairer opportunity for each student to be actively involved in learning and optimize their learning potential.

The urgency for the implementation of differentiated learning in PPKn subjects is getting stronger considering the character of PPKn which demands the internalization of civic values, attitudes, and behaviors that cannot be achieved through a uniform and teacher-centered learning approach (Ramadhan et al., 2023). Without adaptive learning strategy innovation, the gap between the ideal goals of PPKn and the achievement of student learning outcomes has the potential to continue.

Therefore, this research is important and urgent to be carried out in order to empirically examine the application of differentiated learning methods as an effort to improve student learning outcomes in Pancasila and Citizenship Education subjects in grades XI-12 of SMA Negeri 3 Gorontalo City.

This research is expected not only to provide practical solutions to learning problems in the classroom, but also to contribute to strengthening PPKn learning practices that are more inclusive, adaptive, and oriented to the needs of students.

## **METHODS**

This research was carried out in the odd semester of the 2024/2025 Academic Year at SMA Negeri 3 Gorontalo City which is located at Jalan Achmad Nadjamuddin No. 35, Limba U Dua Village, South Kota District, with 38 research subjects for students in grades XI-12. This study uses the Classroom Action Research approach (*Classroom Action Research*) which aims to improve and improve the quality of learning processes and outcomes through reflective actions that are carried out systematically and repeatedly in the classroom (Arikunto et al., 1015)

The implementation of research is carried out in the form of cycles which each include the stages of planning, implementation of actions, observation, and reflection as a unit of the process of continuous learning improvement (Kustia, Cuga, 2023). Learning actions are designed based on the Learning Implementation Plan (RPP) by applying a differentiated learning model, which begins with perceptual activities, material delivery, tutoring, and evaluation through final tests. Observations are focused on student activities, the implementation of learning by teachers, and students' learning interests during the learning process. If in the first cycle the success indicators have not been achieved, then the research is continued in the next cycle with the improvement of the learning strategy based on the results of reflection (Utomo et al., 2024). Data collection techniques include observation, assessment of learning outcomes, and field

notes, while data analysis is carried out through the stages of data reduction, data presentation, and drawing conclusions or verification to assess the effectiveness of the actions given. The flow and stages of implementation can be seen more clearly in the following figure:



## RESULTS AND DISCUSSION

SMA Negeri 3 Gorontalo is located on Jalan Drs. Achmad Nadjamuddin, Limba U Dua Village, South Kota District, Gorontalo City. This school is an educational institution that has a strong commitment to forming a young generation who have good morals, achievements, and care for the environment. In an effort to realize quality education, SMA Negeri 3 Gorontalo emphasizes character development based on moral and religious values, the use of information technology, and the improvement of student achievement in both academic and non-academic fields. In line with the goal of forming resilient students in the face of global dynamics, this school continuously encourages various environmental initiatives as an effort to instill the value of caring for nature from an early age. Supported by representative learning facilities and competent educators in their fields, SMA

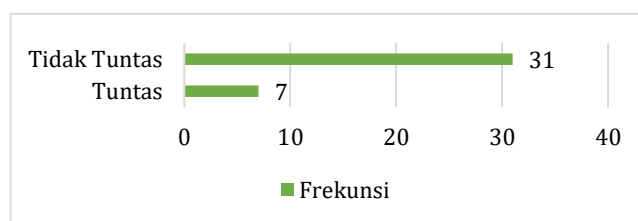
Negeri 3 Gorontalo has developed into one of the educational institutions to be considered in the region.

### Description of Research Object

This research was carried out on 38 students in grades XI-12 of SMA Negeri 3 Gorontalo, consisting of 11 male students and 27 female students. Initial observations were carried out to identify the learning conditions of Pancasila and Citizenship Education before the implementation of differentiated learning. The selection of class XI-12 is based on the consideration that the class has a moderate level of learning outcomes and still shows low student interest in learning PPKn subjects, so it is considered relevant as an object of Class Action Research.

### Results of Initial Observation of Student Learning Outcomes

The results of initial observations of student learning outcomes show that most students have not achieved learning completion. Based on the data in **Figure 2**, out of 38 students, only 7 students (18%) have achieved completeness, while 31 students (82%) have not met the Minimum Completeness Criteria (KKM) of 75.



**Figure 2.** Preliminary Observation Results  
 Source : Primary Data on Student Learning Outcomes

The data shows that the achievement of student learning outcomes in the early stages is still far below the set standards of completeness.

This condition indicates the need for learning improvement efforts to improve student learning outcomes in Pancasila and Citizenship Education subjects.

### **Results of Student Learning Activities Cycle I Meeting I**

To determine the level of student learning activity, the researcher used a number of indicators, namely enthusiasm in participating in learning, interaction with teachers, interaction between students, cooperation in groups, involvement in discussions, implementation of practices using media, and student participation in concluding the results of discussions. Student learning activities are observed directly by researchers during the learning process. These indicators are then formulated into several aspects of observation so that they are more systematic and easy to apply in the classroom.

The results of the observation showed that students who were less active at first began to show increased involvement, especially after the division of tasks in groups was applied. This indicates that student learning activities are developing along with the implementation of more structured learning.

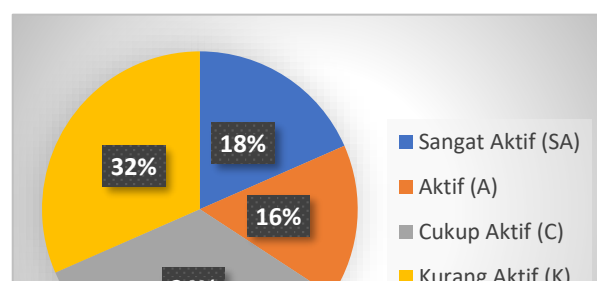
The aspects of student learning activities observed include:

1. Pay attention to the teacher's explanation, which reflects the enthusiasm and seriousness of the students in receiving the learning material.

2. Asking questions and expressing opinions, which shows students' interactions with teachers and peers, as well as courage and critical thinking skills.
3. Listen to group discussions, which reflect students' active involvement in cooperation and group activities during the learning process.
4. Discipline and responsibility, which describes students' positive attitudes in obeying class rules, completing assignments, and carrying out roles in learning activities.

The combination of these indicators and observation aspects allows student learning activities to be measured more objectively and in accordance with real conditions in the classroom. In addition, this approach makes it easier for researchers to assess the overall level of student involvement during the learning process.

In cycle I (the first meeting), observation was carried out when students participated in classroom learning by applying a differentiated learning model. Differentiated learning is a learning strategy that allows students to learn according to their needs, interests, and abilities. The data from the observation of student learning activities in the first cycle of the first meeting is presented in the following Figure.



**Figure 3.** Results of Student Learning Activities  
 Cycle I Meeting I

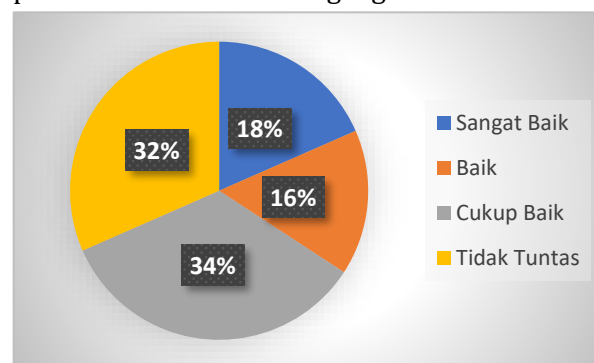
Source : Primary Data

The results of the observation show that student involvement in learning still varies in every aspect. A total of 7 students (18%) were classified as Very Active (SA), 6 students (16%) Active (A), 13 students (34%) Moderately Active (C), and 12 students (32%) Less Active (K). Overall, the number of students in the Very Active and Active category has only reached 35%, while the Quite Active and Less Active categories still dominate at 65%.

These findings suggest that although some students have shown activity, general learning participation still needs to be improved. The main obstacles found are low student attention when the teacher explains the material, the lack of courage to ask questions and express opinions, the involvement that is not optimal in group discussions, and the uneven discipline and responsibility. This condition causes the learning process to not run optimally and the learning results are not as expected. Therefore, these findings are the basis for teachers and researchers to design more appropriate learning strategies at the next meeting.

**Student Learning Outcomes Cycle I Meeting I**

Student learning outcomes are greatly influenced by the level of activity in learning. The more active the students, the better the understanding and learning outcomes achieved. In grades XI-12 of SMA Negeri 3 Gorontalo, student activities are still relatively low, which has an impact on learning outcomes. The test scores of students in Cycle I Meeting 1 are presented in the following Figure.



Source : Primary Data

Based on Figure 4 in Cycle I Meeting 1, student learning outcomes show an improvement compared to the initial condition. A total of 13 students (33%) have achieved a score of  $\geq 75$ . However, this achievement is still below the classical completeness target of 75%. In detail, the Very Good category amounted to 7 students (18.5%), Good 6 students (15.7%), Quite Good 13 students (34%), and Incomplete 12 students (31%). Thus, the learning in Cycle I Meeting 1 has not met the indicators of completeness so it needs to be continued to the next meeting.

**Analysis and Reflection Stage of Cycle I Meeting I**

Based on the results of observation and evaluation in Cycle I Meeting 1 in grades XI-12 of SMA Negeri 3 Gorontalo which totaled 38 students, in the material *"Implementation of Pancasila Values in Daily Life"*, an analysis was carried out to determine the increase in student activities and learning outcomes through the application of differentiated learning. The

results of the analysis show that the learning process has not run optimally according to the planned that has been set.

Some aspects of teacher and student activities are still in the sufficient category, so they have not had a significant impact on learning outcomes. This condition is caused by several weaknesses, including:

1. Student engagement in learning is still low.
2. Students are not yet active in asking questions.
3. Perception activities have not been carried out optimally.
4. Reinforcement and appreciation to students are still lacking.
5. Classroom management has not been effective during the learning process.

One of the efforts to increase student activity is to start learning with *ice breaking* or short games to create a comfortable learning atmosphere and increase student confidence. Based on the results of this reflection, several solutions for improvement in the implementation of differentiated learning were formulated as follows:

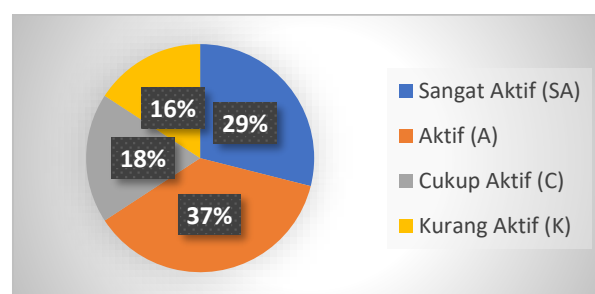
1. Increase student engagement at every stage of learning.
2. Create a safe and open learning atmosphere by instilling an understanding that there are no wrong questions.
3. Provide concrete examples that are relevant to students' daily lives so that the material is easier to understand.

4. Improve perceptual activities to be more interesting and able to motivate students from the beginning of learning.
5. Establish clear class rules related to learning attitudes and mutual respect during the learning process.

Based on the results of reflection in Cycle I Meeting 1, there are still several aspects that need to be improved. Therefore, according to the agreement between the researcher and the teacher as observers, the improvement will be carried out in Cycle I Meeting 2 with a target of achieving classical completeness of 75%.

### Results of Student Learning Activities Cycle II Meeting I

After learning improvements based on the results of reflection in the previous cycle, the implementation of learning in Cycle II is focused on increasing student involvement and active participation. Therefore, the following observation results present an overview of student learning activities in Cycle II of Meeting I as a basis for assessing the effectiveness of the implementation of differentiated learning.



**Figure 5.** Results of Student Learning Activities Cycle II Meeting I

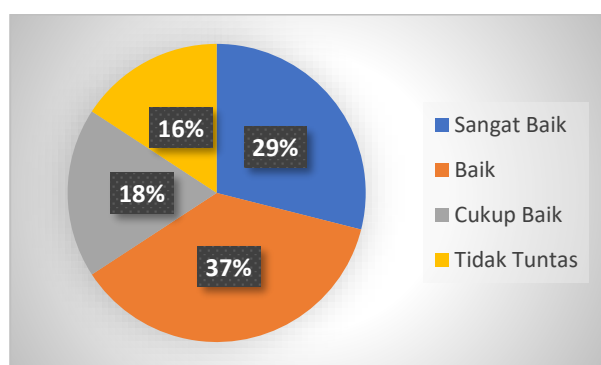
Source : Primary Data

The results of monitoring student activity in Cycle II Meeting 1 showed that the Very Active (SA) category amounted to 11

students (28%), Active (A) 14 students (36%), Moderately Active (C) 7 students (18%), and Less Active (K) 6 students (15%). Learning activities have not reached the standard of completeness of 75%, because the percentage of students in the Very Active and Active category has only reached 65%, while the other 34% are still in the Sufficient and Less categories. These findings show that student engagement in learning is not even and still needs to be improved.

### **Student Learning Outcomes of Cycle II Meeting I**

Based on this data, the aspect that still needs to be improved is the ability of students to ask questions and express opinions, because both are still relatively low. In addition, the skill of listening to the course of group discussions is also not optimal. Therefore, the learning action is continued in Cycle II of Meeting I. The results of the student learning test are presented in the following table.



**Figure 6.** Learning Outcomes of Cycle II Students Meeting I

Source : Primary Data

Based on the table, as many as 25 students obtained a score of  $\geq 75$  with a success percentage of 65%. Student learning outcomes

consisted of the Very Good category of 11 students (28%), Good 14 students (36%), Quite Good 7 students (18%), and Incomplete 6 students (15%). Thus, the learning outcomes in Cycle II of Meeting I have not met the targeted completeness indicators, so it needs to be continued at the next meeting.

### **Analysis and Reflection of Cycle II Meeting I**

After the implementation of the action in Cycle II Meeting 1, the researcher analyzed and reflected on the data obtained. The results of the observation showed an increase in learning outcomes, where as many as 25 students obtained a score of  $\geq 75$  with a completion percentage of 65%. However, this achievement has not met the set completeness standard, which is 75%.

The results of observation of teachers' activities showed that the average category of Very Good (SB) and Good (B) reached 65%, while the Sufficient (C) and Less (K) categories were still 34%. Although there was an increase compared to the previous cycle, this achievement was still below the classical completeness target.

The obstacles found in the implementation of differentiated learning in Cycle II Meeting 1 include:

1. Students' enthusiasm for learning materials is still low, shown by the lack of students who actively ask questions and provide responses, and there is still a hesitation to interact with teachers.
2. Some students do not fully understand the concept of differentiated learning, so

they do not show seriousness and tend to joke during the learning process.

3. There are still students who lack focus and have not paid full attention to the teacher's explanation.

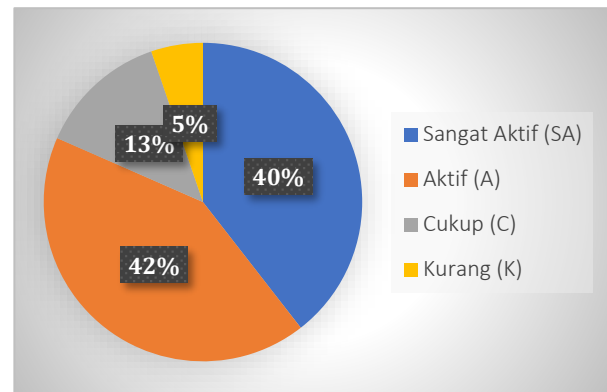
Based on these weaknesses, the researcher developed an improvement plan to improve the effectiveness of learning at the next meeting, namely:

1. Form a heterogeneous study group based on the learning outcomes in Cycle I Meeting 2, so that students with high achievement can help students whose learning outcomes are still low.
2. Increase students' attention to the material through the use of more interesting and contextual learning video media.

Based on the results of reflection in Cycle II Meeting 1, the researcher prepared an improvement plan that will be implemented in Cycle II Meeting II.

### **Results of Student Learning Activities Cycle II Meeting II**

After improvements based on the results of reflection in Cycle I, learning in Cycle II is designed to increase student engagement through the application of differentiated learning that is more targeted and interactive. The main focus at this stage is to increase student learning activities as a prerequisite for achieving optimal learning outcomes. Therefore, the following are the results of the observation of student learning activities in Cycle II of Meeting II:



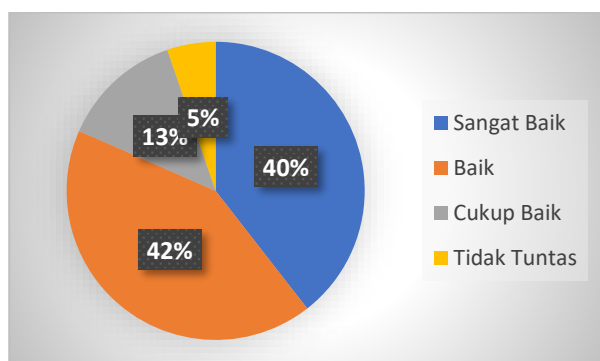
**Figure 7.** Results of Student Learning Activities  
Cycle II Meeting II

Source : Primary Data

The results of monitoring student activities in Cycle II Meeting 2 showed that the Very Active (SA) category amounted to 15 students (39%), Active (A) 16 students (42%), Moderately Active (C) 5 students (13%), and Less Active (K) 2 students (5%). Thus, the total achievement of student learning activities reached 82%, which means that it has exceeded the achievement target set by the researcher by 75%.

### **Student Learning Outcomes of Cycle II Meeting II**

After learning improvements are made based on the results of reflection in Cycle II Meeting 1, actions in Cycle II Meeting 2 are directed to improve student understanding and learning outcomes more optimally. Therefore, the following are presented student learning outcomes in Cycle II Meeting 2 as an indicator of the achievement of learning objectives



**Figure 8.** Learning Outcomes of Cycle II  
Students Meeting I

Source : Primary Data

Based on the table above, as many as 31 students obtained a score of  $\geq 75$  so that the success rate reached 82%. In detail, there were 15 students (39.4%) in the Very Good category, 16 students (42%) in the Good category, 5 students (13%) in the Fairly Good category, and 2 students (5%) in the Incomplete category. Thus, the implementation of Cycle II Meeting 2 has reached the success indicator set by the researchers, which is at least 75%.

#### **Analysis and Reflection of Cycle II Meeting II**

Based on the results of observations of the learning process between teachers and students in Cycle II Meeting 2, the implementation of learning has reached the completeness target set by the researcher. The improvements made in the previous cycle showed an improvement in the quality of the application of the Differentiated Learning Method at each stage of learning. This can be seen from the results of teachers' observations, where the average percentage of the Very Good (SB) and Good (B) categories reached 92%, while the Sufficient (C) and Less (K) categories were only 8%.

In addition, student learning activities also showed positive achievements. The average percentage of students in the Very Active (SA) and Active (A) categories reached 82%, while the Sufficient and Less (C + K) categories were 18%. With a minimum completion standard of 75%, the data confirms that most students have met the learning success criteria, although there are still some students who have not achieved optimal results.

Student learning outcomes in Cycle II Meeting 2 also showed a completeness rate of 82%, with the number of students who obtained a score of  $\geq 75$  having exceeded the set target, which was 75%. Thus, it can be concluded that the application of the Differentiated Learning Method is able to improve student activities and learning outcomes in grades XI-12 of SMA Negeri 3 Gorontalo.

#### **Discussion**

This study aims to measure the extent of the success of the application of the Differentiated Learning Method in improving the activities and learning outcomes of students in grades XI-12 of SMA Negeri 3 Gorontalo in the subject of Pancasila and Citizenship Education, with a total of 38 students. This class action research is carried out in two cycles, where each cycle consists of two meetings that include the stages of planning, implementation, observation, and reflection.

The results of the study show that the application of the Differentiated Learning Method has a positive influence on the improvement of student activities and learning

outcomes. The observed learning activities include cognitive, affective, and psychomotor student involvement. One of the challenges in learning PPKn is the delivery of abstract and theoretical material so that it is easy for students to understand. Through a differentiated approach, students are given the opportunity to learn according to their respective interests, learning styles, and abilities, so that learning becomes more meaningful and encourages active participation.

In the context of civics learning, Differentiated Learning Methods help students understand important concepts through learning experiences that are relevant to real life. With diverse learning strategies, students not only act as passive listeners, but actively engage in discussions, problem-solving, and group work. This direct involvement allows students to understand the social and political dynamics in society in a more concrete way, so that the theories learned become easier to understand.

Furthermore, the application of the Differentiated Learning Method is able to encourage the development of students' critical and creative thinking skills. Students are trained to analyze problems from various points of view and formulate appropriate solutions, especially when discussing social and political issues. This process encourages students to not just passively receive information, but to actively analyze, evaluate, and develop a deeper understanding.

In addition, student confidence has also increased significantly. Students who were previously passive and hesitant to express their opinions began to dare to speak in group discussions and class forums. Success in understanding the material and contributing to problem-solving fosters confidence that has a positive impact, not only in learning but also in daily life.

Empirically, the increase in activity and learning outcomes is evident in each cycle. In Cycle I, the percentage of students classified as Very Active (SA) and Active (A) only reached 44%, while 55% of students were still in the less active category. In terms of learning outcomes, only 17 students obtained a score of  $\geq 75$  with a completion percentage of around 50%, so improvements are needed in the next cycle.

In Cycle II, student involvement showed a significant increase. The percentage of students who belong to the Very Active (SA) and Active (A) categories increased to 82%, while the Sufficient (C) and Less (K) categories decreased to 18%. In terms of learning outcomes, the level of completeness reached around 85%, where the majority of students obtained a score of  $\geq 75$ . This achievement has exceeded the set completeness standard, which is 75%, and shows that the implementation of the Differentiated Learning Method has a positive impact on improving student learning outcomes.

Overall, the application of the Differentiated Learning Method in grades XI-12 of SMA Negeri 3 Gorontalo has proven to be

effective in improving student activities and learning outcomes. The achievement of completeness that exceeds the target shows that this method is able to improve the quality of the learning process while encouraging active student engagement. However, special attention is still needed for students who have difficulty participating as well as more mature learning planning so that the results achieved can be maintained and improved.

In classroom action research, evaluation and reflection are an important part of assessing the effectiveness of the learning strategies implemented. Evaluation focuses not only on student test results, but also on teachers' ability to design, implement, and evaluate learning. The results of this study show that teachers' strengths can be used to strengthen learning practices, while the weaknesses found become the basis for continuous improvement. Thus, the Differentiated Learning Method deserves to be developed as an effort to improve the quality of learning and student learning outcomes in the classroom.

## CONCLUSION

Based on the results of the classroom action research that has been carried out, it can be concluded that the initial learning conditions show low student activity and learning outcomes in PPKn subjects. Through the improvement of more directed learning strategies, student participation developed from the category of moderately and least active

to dominantly active and very active. The increase in these activities has a direct implication on the achievement of learning outcomes, until finally the classical completeness of students exceeds the set standard, which is 75%. Thus, differentiated learning is effective in improving the quality of the learning process as well as student learning outcomes in grades XI-12 of SMA Negeri 3 Gorontalo.

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