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The Effect of Differentiated Learning on Students' Learning Outcomes of Pancasila Education

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ABSTRACT

This research investigates the influence of differentiated learning models on student achievement in Pancasila Education at MTS Asmaul Husna, Tangerang Regency. Differentiated learning is a learning approach that adjusts content, process, and product to meet differences in student readiness, interest, and learning style. The study used a quantitative design with a quasi-experimental method, specifically the pretest–post-test nonequivalent control group design. The participants were class VII A (26 students) as the experimental group and class VII B (22 students) as the control group, determined through saturated sampling. Data were gathered using multiple-choice tests and analyzed for normality, homogeneity, and independent-samples t-tests. The findings revealed that the experimental group's mean post-test score was 82.58, compared with 74.18 in the control group. The significance value (Sig. 2-tailed) of 0.006 < 0.05 indicates a significant difference. These results demonstrate that differentiated learning has a positive effect on learning outcomes. This study enriches educational knowledge by presenting empirical evidence of the effectiveness of differentiated learning in improving student performance and can serve as a reference for future pedagogical innovation. This research contributes theoretically by enriching knowledge and practically by guiding effective differentiated learning.

ARTICLE INFORMATION

Keywords:
differentiated learning; learning outcomes; pancasila education

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INTRODUCTION

Education plays an important role in shaping character and the quality of human resources. The importance of high-quality, inclusive education is emphasized in the regulations of Law No. 20 of 2003 on the National Education System. In this context, the subject of Pancasila Education plays an important role, not only as an academic curriculum but also as a foundation for shaping students' character (Andriani et al., 2023). This national policy also emphasizes that every individual has the right to an education tailored to their personal needs and potential. Thus, education must accommodate differences among students so that every child can develop optimally. Education is not only intended to develop intelligence, but also aims to shape individuals with strong character who contribute positively to society and the country.

Government Regulation Number 57 of 2021 on National Education Standards formally underscores the need to implement adaptive learning that prioritizes students. Article 4, paragraph (1) of the regulation stipulates that the learning process must be implemented in an interactive, inspiring, enjoyable, challenging, and motivating manner for students, while at the same time ensuring sufficient opportunities for initiative, creativity, and autonomy in alignment with their potential, interests, and developmental progress. In line with this, Permendikbudristek Number 16 of 2022 concerning Process Standards emphasizes that teachers are required to design learning that takes into account students' learning readiness, interests, and learning styles. With this regulation, integrating

differentiated learning into the Merdeka Curriculum becomes a necessity and an obligation to realize a fair, student-centered education system.

One indicator of educational success is student learning outcomes, which show the extent to which students understand and apply what they have learned. Learning outcomes are a key indicator of the effectiveness of the educational process and can be divided into three main domains: cognitive, affective, and psychomotor (Putra, 2024; Darfin et al., 2024). In the cognitive domain, learning outcomes reflect students' ability to remember, understand, and apply the knowledge they have acquired. The affective domain concerns the attitudes, interests, and values that develop in students during learning, while the psychomotor domain encompasses the motor skills and physical abilities they acquire (Saftari & Fajriah, 2019). Optimal learning achievement is achieved when students can demonstrate significant improvement in all three domains.

However, at MTS Asmaul Husna in Tangerang Regency, there are still obstacles to improving learning outcomes, especially in Pancasila Education subjects. One of the main causes of low learning outcomes among students at MTS Asmaul Husna is the use of uniform learning methods that fail to account for students' diverse characteristics, such as learning styles, interests, and readiness levels. When students are forced to learn using an approach that does not suit their individual needs, they struggle to understand the material, which ultimately leads to lower academic achievement. This is evident from the large number of students who still receive scores below the minimum passing grade. Some students find it challenging to follow lessons because their learning styles, interests, or readiness levels vary. This also causes their learning outcomes to vary. Some of the students' daily scores are below the Minimum passing grade, indicating that the learning process has not been fully effective in reaching all students. Several students' daily scores remain below the minimum passing grade, indicating that the teaching process has not yet fully accommodated all students. The graph of students' daily scores is shown in Figure 1.

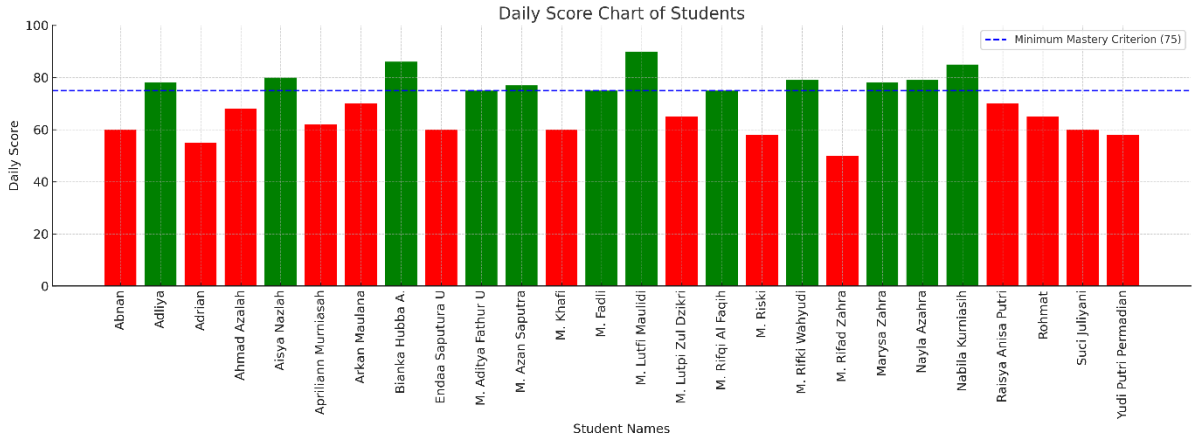

Figure 1. Students' Daily Scores

Figure 1 shows that some students obtained scores above the Minimum passing grade of 75 (marked in green), while the rest obtained scores below it (marked in red). This disparity in achievement shows that not all students were able to follow the learning process with the previously used approach fully. This variation in achievement shows that students differ in their readiness to learn, interests, and learning styles. This condition indicates that a uniform learning approach has not fully accommodated learning needs. Therefore, a more adaptive and responsive learning strategy is needed. To overcome the problems arising from differences in students' abilities and characteristics during the learning process, a strategy is needed that can adapt the learning process to individual

needs. This learning strategy must provide space for each student to learn according to their readiness, interests, and learning style.

Based on the results of the 2023 Computer-Based National Assessment, there has been an increase in students' literacy and numeracy competencies, but achievements in character elements show a downward trend. For example, character surveys that reflect Pancasila values such as empathy, responsibility, and critical thinking have decreased slightly compared to the previous year (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2023). These findings show that students' understanding of socio-affective values, including decision-making based on Pancasila values, is not yet optimal. This condition signals that uniform learning strategies are still inadequate in instilling character values deeply. Therefore, a more personalized, adaptive, and diverse learning approach, such as differentiated learning, is needed to improve the quality of character education at the junior high school/MTs level.

One approach considered appropriate for responding to this challenge is differentiated learning. This approach is designed to provide adaptive, responsive learning experiences that respond to the diversity in the classroom (Koimah et al., 2024). By implementing differentiated learning, teachers can better manage students' varying characteristics, ensuring that each individual has an equal opportunity to develop optimally. This approach not only focuses on cognitive aspects but also creates a more inclusive and meaningful learning environment for all students. Differentiated learning is an approach that focuses on adjusting learning methods, strategies, and materials to meet the individual needs of students (Wahyudi & Darmawan, 2024). This ensures that every student, without exception, can gain an optimal understanding and reach their maximum academic potential.

In line with this theory, the differentiated learning approach has also gained strong legitimacy in national education policy through the implementation of the Merdeka Curriculum. In the Learning and Assessment Guidelines published by Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2022), differentiated learning is identified as one of the main strategies for realizing student-centered learning. This curriculum provides teachers with the flexibility to adapt the learning process to students' individual needs, based on their readiness, interests, and learning styles. This approach is considered essential for creating meaningful and independent learning experiences for every student, especially in heterogeneous classrooms. With proper implementation, this strategy not only enhances academic achievement but also supports the development of character and learner autonomy, aligning with the broader goals of national education.

Differentiated learning is a learning approach that adapts content, teaching strategies, and types of assignments to students' readiness, interests, and learning styles (Fitriyah & Bisri, 2023). According to Blaz (2016) and Sari et al. (2023), this approach provides students with opportunities to learn in ways that best suit their individual needs, thereby allowing their potential to develop more optimally. In this context, teachers do not treat all students identically but rather treat them relatively equitably by tailoring learning support to each learner's specific needs. Such equitable treatment fosters an inclusive learning environment that values diversity and ensures students feel adequately supported in their learning. This strategy has been shown to enhance active engagement and deepen students' understanding of the material (Sinaga, 2023; Tirtawati, 2024), thus contributing not only to improved academic achievement but also to the development of positive attitudes toward the learning process itself.

Previous studies have proven that differentiated learning has a positive impact on student learning outcomes. Sitorus et al. (2023) and Tanduklangi (2024) examined the effectiveness of differentiated learning strategies and found significant improvements in learning outcomes. (Wahyudi & Darmawan, 2024) also confirmed that differentiated learning can help students from various backgrounds achieve curriculum targets. Intan et al. (2025) and Pebriyanti (2023) focus more

on the context of elementary schools and state that this approach can accommodate individual learning needs. Meanwhile, Hanafiah et al. (2024) and Sarie (2022) show the successful implementation of differentiated learning. These achievements not only represent a quantitative improvement in student learning outcomes but also reflect this strategy's ability to accommodate diversity in readiness, interests, and learning styles. However, most of these studies were conducted in the context of public schools and in exact or thematic subjects, not in Pancasila Education in madrasahs. Therefore, this study has value in focusing on Pancasila Education subjects at the Madrasah Tsanawiyah level, which have not been studied in much detail.

This study aims to bridge the existing gap by investigating the impact of differentiated learning on students' academic achievement in Pancasila Education at MTS Asmaul Husna. It specifically examines whether differentiated learning implementation significantly influences students' educational outcomes. The findings are anticipated to serve as a valuable resource for improving learning quality, particularly in madrasah settings. Additionally, the results are expected to offer both theoretical and practical insights, enabling educators to address students' diverse individual needs more effectively throughout the teaching and learning process. Recognizing the importance of differentiated learning is anticipated to help educators develop more effective, student-centered learning strategies. This effort also supports the implementation of the Merdeka Curriculum, which promotes equitable, inclusive, and future-oriented education.

METHOD

This research adopts a quantitative approach, focusing on structured data collection and the application of statistical techniques to enhance the accuracy and reliability of the results (Charli et al., 2022). A quasi-experimental design was employed, as it enables the comparison of two pre-existing groups without the necessity for random assignment (Kopak, 2015). The experimental group received a differentiated learning approach, whereas the control group engaged in conventional classroom learning. The research used a nonequivalent control group design with pretest and post-test assessments, allowing evaluation of changes in learning outcomes before and after the learning intervention within each group. This design is deemed suitable, as it effectively demonstrates the impact of differentiated learning strategies on student learning outcomes, despite not being conducted under fully controlled experimental conditions. The structure of the nonequivalent control group design is presented in Table 1.

Table 1. Research Design

Group	Pretest	Independent Variable	Post-test
Experimental	Y_1	X_E	Y_2
Control	Y_1	X_K	Y_2

The study was conducted at MTS Asmaul Husna in Tangerang Regency. The population consisted of all seventh-grade students in the institution. A saturation sampling technique was used to determine the research sample, resulting in the selection of two classes. Class VII A was assigned as the experimental class applying differentiated learning, while Class VII B served as the control group applying conventional learning methods. The experimental group consisted of 26 students, while the control group comprised 22 students. This design allowed for comparing two relatively equivalent groups, even though random assignment was not possible within the school's learning context. The chosen method was expected to provide valid and reliable results in examining the impact of applying differentiated learning on students' academic achievement.

The instrument used in this study was an objective multiple-choice test comprising 15 items, designed to assess student learning outcomes in Pancasila Education. Prior to its implementation, the instrument was subjected to validity and reliability assessments, with the validity analysis indicating that all items yielded r-count values exceeding the r-table threshold (0.396), ranging from 0.977 to 0.411. These findings confirm that all test items met the validity criteria. Furthermore, the reliability analysis using Cronbach's Alpha yielded a coefficient of 0.769, which falls within the high range (0.61–0.80). This signifies that the instrument possesses robust internal consistency, confirming its reliability for evaluating learning outcomes.

Both the experimental and control groups were given the same assessment, administered as a pretest and a post-test. The pretest measured students' initial ability, while the post-test assessed learning achievement after the intervention. By using a validated and reliable instrument, the data collected were ensured to be accurate, comparable, and appropriate for statistical analysis. Data analysis was conducted in several stages, beginning with a normality test to confirm whether the data distribution met parametric assumptions; subsequently, a homogeneity test was carried out to assess the uniformity of variances between the groups. After meeting the assumptions, an independent-samples t-test was conducted to examine whether there were significant differences in learning outcomes between the experimental and control groups. This study employed purposive sampling rather than saturation sampling, as the sample was determined by specific criteria: two parallel classes with relatively equivalent ability levels. This approach is considered appropriate in accordance with the methodological principles of quasi-experimental research.

RESULTS AND DISCUSSION

This study was conducted with the primary aim of examining the impact of differentiated instruction on students' learning outcomes in the Pancasila Education subject. To achieve this goal, the researcher compared two learning groups: the experimental group received differentiated instruction, while the control group continued with conventional teaching methods routinely applied in the school setting. In this research, the differentiated learning approach was designed to address each student's unique needs, including readiness to learn, personal interests, and preferred learning styles. Meanwhile, conventional learning refers to a uniform approach for all students, without considering individual differences.

To evaluate the impact of each learning method, student learning outcomes were assessed using both pretest and post-test examinations. A pretest is administered before the learning process begins to determine the baseline competency of students in both groups. The post-test is administered after the learning process to measure improvements in learning outcomes following the treatment. By using this design, researchers can compare changes in scores between the pretest and post-test outcomes of the two groups. The comparison is then analyzed to see whether the differentiated learning approach significantly enhances students' academic performance, particularly in the acquisition of Pancasila values.

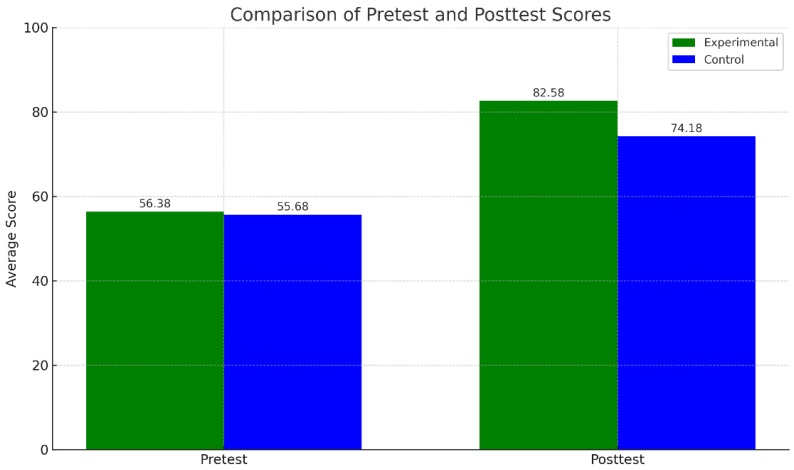

Figure 2. Average Pre-test and Post-test Scores in Experimental and Control Classes

The data analysis presented in Figure 2 indicates that the experimental class achieved an average pretest score of 56.38, while the control class had an average score of 55.68. This suggests that the students' initial abilities in both groups were relatively equal, with no significant differences at the beginning. Such a balance is important because it ensures that any differences in scores observed after the treatment were not caused by students' prior abilities, but were purely the result of the learning strategies applied during the study. Thus, the pretest data provide a strong foundation that both groups had equal opportunities to develop. This condition also makes the research findings more objective, valid, and scientifically accountable, as the changes observed can be directly attributed to the treatment rather than to other uncontrolled variables.

After the treatment was administered, there was a clear improvement in learning outcomes. The experimental class, which used differentiated learning, achieved an average post-test score of 82.58, while the control class, which continued to use conventional methods, achieved an average of 74.18. This disparity suggests that differentiated learning is more efficient in enhancing students' academic achievement. This effectiveness occurs because the differentiated approach adapts methods and materials to each student's needs and abilities, making them more active, motivated, and better able to understand the material. In contrast, conventional learning, which is uniform, tends to be less capable of accommodating individual differences. Thus, this study demonstrates that adaptive and inclusive learning strategies can improve learning quality.

The notable progress observed in the experimental group demonstrates that differentiated learning can effectively accommodate students' varied learning needs. This approach enables teachers to modify the learning content, process, and outcomes in alignment with students' levels of readiness, interests, and learning preferences. These adjustments not only promote a deeper understanding of the content but also stimulate students' active engagement and participation throughout the learning activities. Moreover, the application of differentiated learning fosters a more inclusive classroom environment, as all students are provided with equitable opportunities to maximize their potential across cognitive, affective, and skill-based domains.

These findings are consistent with the core principles of the Merdeka Curriculum, which emphasize learner-centered learning. The Merdeka Curriculum acknowledges that individuals have different backgrounds, abilities, and needs; therefore, uniform teaching approaches are less relevant to achieving maximum learning outcomes. Through differentiated learning, teachers can provide learning experiences that are more personal, meaningful, and relevant to students' circumstances.

Consequently, this method not only improves academic comprehension but also promotes the development of students' character, intrinsic motivation, and learner autonomy. This indicates that differentiated learning can serve as a practical approach aligned with the goals of national education, namely to nurture a generation with strong cognitive abilities, strong character, and the capacity to face future challenges.

Before applying the t-test to determine the difference in mean post-test results between the two groups, preliminary assumption testing was conducted. This involved a normality assessment to confirm that the data were from a normally distributed population, as well as a homogeneity test to evaluate whether the variances across the two groups were equivalent. These prerequisite tests are essential to ensure that the t-test analysis used meets the rules of parametric statistics, thereby producing comparisons that are more accurate, valid, and scientifically accountable. The purpose of the normality test was to verify whether the obtained data were drawn from a population with a normal distribution. In this study, the Shapiro-Wilk test was conducted utilizing SPSS software version 25. The outcomes of the normality analysis for both pretest and post-test scores are summarized in Table 2.

Table 2. Normality Test

Group	Test Type	Statistik Shapiro-Wilk	df	Sig. (p-value)
Contol Class	Pretest	0.968	22	0.667
	Post-test	0.919	22	0.072
Eksperiment Class	Pretest	0.942	26	0.149
	Post-test	0.956	26	0.317

The Shapiro-Wilk normality test results reveal that the significance values for the pretest and post-test of the control group were 0.667 and 0.072, respectively, while the experimental group yielded significance values of 0.149 for the pretest and 0.317 for the post-test. As all of these significance values exceed the 0.05 threshold, it can be inferred that the data from the four groups meet the assumption of normality. This finding implies that the dataset is suitable for subsequent analysis using parametric statistical techniques. Furthermore, the homogeneity test of the pretest and post-test data, conducted with SPSS version 25, indicated that the variances across groups were homogeneous, thereby confirming the absence of significant variance differences between them.

Table 3. Homogeneity Test

Test Method	Levene Statistic	df1	df2	Sig. (p-value)
Based on Mean	1.600	3	92	0.195
Based on Median	1.573	3	92	0.201
Based on Median (adjusted df)	1.573	3	81.377	0.202
Based on the Trimmed Mean	1.636	3	92	0.186

The results of the homogeneity test using Levene's Test on the learning outcome data of the experimental and control classes indicate that all significance values across various approaches (mean, median, adjusted df, and trimmed mean) were above 0.05, namely 0.195, 0.201, 0.202, and 0.186. Since all the significance values are greater than the predetermined significance level ($\alpha = 0.05$), it can be concluded that the variances between the two groups are homogeneous. In other words, there is no significant difference in data variance between the experimental and control classes. This condition demonstrates that both groups exhibit balanced variance, thereby meeting the requirements for parametric statistical analysis and providing greater reliability.

The outcomes of the normality and homogeneity tests reveal that the data from the experimental and control groups are normally distributed and display consistent variances. This is evidenced by the significance values of both tests being greater than 0.05. Thus, the data are eligible for analysis using parametric statistical tests. Once the prerequisites were met, hypothesis testing was conducted using the Paired Samples t-test to examine whether there was a difference in learning outcomes before and after the treatment within each group. This test is appropriate to use because the data were obtained from paired measurements. In this analysis, the null hypothesis (H_0) is rejected in favor of the alternative hypothesis (H_1) when the calculated t-value surpasses the critical t-value at a 5% significance level ($\alpha = 0.05$), indicating a significant statistical difference. The analysis was performed using SPSS version 25.

Table 4. T-Test Results

Assumed Varians	F Levene	Sig. Levene	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI (Lower)	95% CI (Upper)
Equal variances assumed	0.417	0.521	-2.860	46	0.006	-8.395	2.935	-14.303	-2.488
Equal variances not assumed	—	—	-2.881	45.660	0.006	-8.395	2.914	-14.262	-2.529

The findings reported under the "Equal variances assumed" category indicate a two-tailed significance value (Sig.) of 0.006, which is below the established alpha threshold of 0.05. As a result, H_0 is rejected in favor of H_a, indicating that the average learning outcomes of students in the experimental group differ significantly from those in the control group. These findings indicate that differentiated learning produces a measurable improvement in student achievement, demonstrating its superiority over the conventional teaching approach used in the control group.

Furthermore, the mean difference of -8.395 provides compelling evidence that the average academic performance of students in the experimental group was markedly superior to that of students in the control group. This conclusion is reinforced by the 95% confidence interval, spanning from -14.303 to -2.488, which confirms that the observed difference is statistically significant and unlikely to have occurred by chance. Collectively, these results provide substantial empirical evidence that differentiated learning has a more effective and meaningful influence on students' learning outcomes in Pancasila Education, underscoring its relevance and applicability as a pedagogical framework within contemporary educational practice.

This finding strengthens previous research that suggests differentiated learning is a practical approach to improving students' academic performance. Sitorus et al. (2022) found that differentiated learning enables students to engage with the material based on their readiness and individual characteristics, helping them better comprehend the subject matter. Similarly, Zulaikha and Laeli (2023) demonstrated that this approach enhances students' motivation and participation throughout the learning process. Differentiated learning provides teachers with the opportunity to design flexible teaching strategies tailored to students' needs. In practice, teachers can adapt the content, process, or product of learning to match students' abilities and interests. This fosters a more inclusive learning environment that values diversity and motivates students to be actively engaged in their learning process.

In the context of Pancasila Education, the application of adaptive learning approaches, such as differentiated learning, is particularly important. This is because the subject not only emphasizes cognitive knowledge but also involves affective dimensions, including attitudes, morality, and national

values. The primary aim of Pancasila Education is to nurture students who not only understand the state ideology theoretically but also practice the noble values of Pancasila in their daily lives. Differentiated learning enables teachers to deliver material in ways that align with each student's needs and capabilities (Amalia et al., 2023; Verianti et al., 2024). Consequently, students can more easily grasp abstract concepts such as social justice, tolerance, and cooperation. Such adaptations also foster more meaningful learning experiences, ensuring that values are not only cognitively understood but also internalized and practiced in everyday behavior. Differentiated learning is therefore highly relevant for strengthening students' character and moral dimensions through effective Pancasila Education that focuses on nation-building.

The findings of this research are consistent with the theory of differentiated learning introduced by Tomlinson and further elaborated in the literature (Fitriyah & Bisri, 2023), which emphasizes that learning tailored to students' readiness, interests, and learning styles significantly enhances their engagement and outcomes. The increase in post-test scores within the experimental group demonstrates that this strategy is not only conceptually relevant but also empirically effective in the context of madrasah education. In summary, this study's findings indicate that differentiated learning is an effective strategy for enhancing students' academic performance. Beyond its positive impact on learning outcomes, this approach also fosters an equitable learning environment that aligns with educational principles that prioritize students' needs. Consequently, the adoption of differentiated learning should be continuously encouraged and further developed, especially within the context of the Merdeka Curriculum, which prioritizes personalized and student-centered approaches.

CONCLUSION

This research confirms that differentiated learning has a meaningful positive effect on students' achievement in Pancasila Education at MTS Asmaul Husna, Tangerang Regency, as reflected by the higher post-test mean score of the experimental group (82.58) compared to the control group (74.18), with a significance value of 0.006 ($p < 0.05$). These results indicate that differentiated learning, by accommodating students' readiness, interests, and learning styles, not only enhances academic performance but also promotes greater motivation, engagement, and inclusivity within the classroom. In terms of practical implications, the findings provide educators with a clear framework for applying differentiated learning strategies that align with the Merdeka Curriculum, fostering student-centered, character-based learning. Theoretically, the study provides robust empirical evidence for international academic discourse, highlighting the effectiveness of differentiated learning in improving student achievement and supporting inclusive educational practices in the Indonesian context.

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