

Implications Learning Differentiate Regarding Student Learning Outcomes in Social Sciences Subjects Class IV SDN 2 Bahonsuai Bumi Raya District, Regency Morowali

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ABSTRACT

Education is very important capital in development a country of use obtain source Power quality human being , because through arrangement good education will produce good graduates too . As for the formula the author 's problem apply is is there influence Learning Differentiate Regarding Learning Outcomes Students in Social Sciences Subjects Students Class IV SDN 2 Bahonsuai . Research objectives In conducting study this , writer own desired goal achieved , ie analyze influence learning differentiate to results Study student class IV at SDN 2 Bahonsuai . Study This is type study quantitative . Study quantitative can interpreted as method research based on philosophy positivism , used For research on populations or sample specific , data collection . Test instrument study used For know how much big level validity , reliability , level difficulty , and power differentiator question . Before examine the average similarity second class with use analysis independent sample t-test, then Normality tests , homogeneity tests are needed , especially formerly . After normality test , homogeneity test , on second class , then the data has fulfil For carry out hypothesis testing . test results reliability carried out in a way whole use Cronbach's alpha technique with SPSS version 22 assistance , obtained results that index correlation of 20 items question of 0.937 so level its reliability categorized as very high .

Keywords: *Learning Differentiation , Learning Outcomes , Social Studies Lessons*

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INTRODUCTION

Education is very important capital in development a country of use obtain source Power quality human being , because through arrangement good education will produce good graduates too . Therefore that's an increase quality education also means improvement quality source Power man (Afelia et al., 2023) .

"Education is effort For help soul children educate Good born nor inner , from characteristic its nature going to toward civilization more humane good as example can stated ; recommendation or instruction For child sits more well , no noisy so don't disturbing others, knowing the body is clean like what , neat clothes , respect others more the old and

love the young , each other care One each other, that is is part example of the educational process For humanize man (John & Alfiandra , 2024) ."

From the description that , you can withdrawn something evaluation that Education can form soul a child educate start from characteristic the original become more Good so that formed more personal Good For to the front . For example instruction to a child For speak with kind and polite , always respect and each other love , and so on . Besides that with education you can also give knowledge to a child about things new surrounding . This is what is called with a humanizing process man (John & Alfiandra , 2024) .

Learning differentiate is one possible strategy used teacher for fulfil need every student . Learning differentiate put forward draft that every individual own different interests , potentials and talents , for That the role of the teacher must be capable coordinate and collaborate difference the with the right strategy . Tomlinson (2001; Suwartiningsih , 2021) stated that learning differentiate own collaboration strategy patterns from all difference For get information from what was learned . Thread the red that learning differentiate is create class that has diversity with give chance for student For reach content , process ideas and improve results learning every students so they can Study more effective Again . With Thus , the essence of from learning differentiate is facilitating learning all the differences they have student in a way open with the needs that will be achieved by students (Tamara et al., 2024) .

Teachers must understand and realize that There is more from One way , method , or strategy for learn something material lesson when use learning differentiate . Teachers must arrange material lessons , activities , assignments daily activities completed in class and at home , and assessments end based on readiness student For learn material lessons , interests or matter what you like student in learn , and how convey appropriate lesson with profile Study the students he teaches .

There are four aspect learning differentiated below teacher control : content , process, product , and environment or climate classroom learning . Teachers can decide How fourth element This will entered to in inside learning The teacher's class has abilities and opportunities For change environment and climate study , as well content , process, and product every class based on profile student moment This in his journey (Kusumaningpuri , 2024) .

Learning differentiate is one possible strategy used teacher for fulfil need every student . Differentiation is a learning process teach Where student learn material lesson based on his abilities , what they are likes , and needs individual they so that they No frustrated and feeling fail during the learning process (Pramuningtyas & Dewi, 2024) .

Teachers too can change fill lesson , learning process , product or results learning taught , and the environment Study Where student Study . Teachers can serve participant students taught in accordance with respective circumstances with carry out the learning process This . School can using different learning processes For freeing student from must become The same in all thing , it's possible they For express self in accordance with uniqueness they Alone . Application learning differentiate will become flexible curriculum

and not just stiff believe in one method For reach objective education at school (Sarwi et al., 2023) .

Knowledge Knowledge Social (IPS) is eye lessons contained at the level school elementary and school intermediate First . IPS itself designed For prepare capable society role in life social . The aim of science social that is give understanding For become good citizens , have a sense of love homeland and responsibility answer , understand creation God, and develop Skills think critical as well as Skills social in solve problem . IPS is also expected can practice student can own values a good and praiseworthy life (incl ethics , honesty , and justice) so own morals noble , and improving alertness and concern to society and environment (Dewi, 2023) .

In the learning process social , very important For use environment as learning source power , because environment is source associated power . Environment No only learning media , but also as object learning (source Study) . Importance use environment as source studying , especially objective study social is For practice student own understanding base about the living world social society in which they stay . Environment can made as source Study because inside environment around student student can provides very comprehensive learning units about reality , situations and problems social . Can guide interest and attention student understand environment study outside school , based learning meaningful , feeling that the teacher has reviewed the material near (Saputri & Rofiki , 2024) .

METHOD

Study This is type study quantitative . Study quantitative can interpreted as method research based on philosophy positivism , used For research on populations or sample specific , data collection . Research methods experiment is method research conducted with experiment , which is used For know influence variable independent (treatment) towards variable dependent (result) in controlled conditions . On research experiment This writer which uses two classes first class is class experiment and second class is control class (Walalohun et al., 2024) .

FINDING AND DISCUSSION

Test instrument study used For know how much big level validity , reliability , level difficulty , and power differentiator question . Before examine the average similarity second class with use analysis independent sample t-test, then Normality tests , homogeneity tests are needed , especially formerly . After normality test , homogeneity test, were carried out on second class , then the data has fulfil For carry out hypothesis testing . Based on the calculation results and compared with the r_{table} value , the results of the trial of 30 questions contained 20 question items which were declared valid because the $r_{calculated}$ value $> r_{table}$. The r_{table} value is obtained from the list of critical values of $r_{product\ moment}$ with level = 0.05 with N=14, then we get $r_{table} = 0.532$. The validity results table based on SPSS version 2 2 is as follows:

Table 1 Validity Results of Test Items

Question Number	r _{count}	r _{table}	Status
1	0.578	0.532	Valid
2	0.745	0.532	Valid
3	0.745	0.532	Valid
4	0.709	0.532	Valid
5	0.607	0.532	Valid
6	0.709	0.532	Valid
7	0.653	0.532	Valid
8	0.691	0.532	Valid
9	0.709	0.532	Valid
10	0.653	0.532	Valid
11	0.572	0.532	Valid
12	0.607	0.532	Valid
13	0.607	0.532	Valid
14	0.602	0.532	Valid
15	0.646	0.532	Valid
16	0.602	0.532	Valid
17	0.726	0.532	Valid
18	0.581	0.532	Valid
19	0.559	0.532	Valid
20	0.654	0.532	Valid
21	0.498	0.532	Invalid
22	0.495	0.532	Invalid
23	0.515	0.532	Invalid
24	0.462	0.532	Invalid
25	0.481	0.532	Invalid
26	0.396	0.532	Invalid
27	0.446	0.532	Invalid
28	0.481	0.532	Invalid
29	0.486	0.532	Invalid
30	0.439	0.532	Invalid

(Source: SPSS 2024 Output)

From the table above, there are 20 items valid questions, namely question number 1, number 2, number 3, number 4, number 5, number 6, number 7, number 8, number 9, number 10, number 11, number 12, number 13, number 14, number 15, number 16, number 17, number 18, number 19 and number 20 with rcount > rtable. Whereas there are 10 items invalid questions, namely number 21, number 22, number 23, number 24,

number 25, number 26, number 27, number 28, number 29, and number 30 with $rcount < rtable$. Questions declared valid during the validation test process is capable instrument measure aspect or dimensions from desired variable be measured without deviated from objective study .

Based on the results of the validity test and reliability test, a conclusion table is created as follows:

Table 2 Conclusion of Test Trial

No. question	Validity	Reliability	Information
1	Valid	Reliable	Used
2	Valid	Reliable	Used
3	Valid	Reliable	Used
5	Valid	Reliable	Used
6	Valid	Reliable	Used
7	Valid	Reliable	Used
8	Valid	Reliable	Used
9	Valid	Reliable	Used
10	Valid	Reliable	Used
11	Valid	Reliable	Used
12	Valid	Reliable	Used
13	Valid	Reliable	Used
14	Valid	Reliable	Used
15	Valid	Reliable	Used
16	Valid	Reliable	Used
17	Valid	Reliable	Used
18	Valid	Reliable	Used
19	Valid	Reliable	Used
20	Valid	Reliable	Used

(Source: SPSS 2024 Output)

Based on the instrument trial conclusion table, after calculating the validity, reliability, level of difficulty and differentiating power of the 30 questions that have been tested, there are 20 questions that meet the test criteria for use in the experimental class and control class for data collection. student learning outcomes. This question is valid, reliable, has a medium level of difficulty, and has good discriminating power. Questions that are valid, reliable, have a moderate level of difficulty, and have good discriminating power are the essence of an effective test in measuring a person's understanding or ability. Question validity ensures that the instrument actually measures what it is supposed to measure, while reliability ensures consistency and reliability in measurement. Questions with a medium level of difficulty have enough challenge to differentiate between individuals

who have a good level of understanding and those who have a lower level of understanding. Good discriminating power shows that the questions are able to differentiate between respondents who have different levels of ability well, thus providing informative and meaningful results.

The success of differentiated learning is reflected in the learning process and outcomes, including improving students' skills as well as their feelings of comfort and success in learning (Suhaeb & Dewi, 2024) . A conducive learning environment is very important to support differentiated learning, by building an inclusive learning community, creating a sense of security physically and psychologically, and gives hope for growth and success (Walalohun et al., 2024) .

The concept of differentiated learning includes three main types, namely content differentiation, process differentiation, and product differentiation. Content differentiation focuses on different learning materials that are tailored to students' level of learning readiness, interests or learning styles. Meanwhile, process differentiation involves learning methods that are tailored to individual student needs, such as providing guiding questions or using flexible groupings. Product differentiation refers to the variety of tasks or products given to students according to their interests and abilities (Arisandi, 2024) .

CONCLUSION

Education has an important role in developing quality human resources, and differentiated learning is one strategy that can be used to meet the needs of each student. Differentiated learning puts forward the concept that each student has different interests, potential and talents, and teachers need to coordinate these differences by using appropriate strategies. Differentiated learning aims to create classes that have diversity and provide opportunities for each student to grasp content, process ideas, and improve learning outcomes effectively. Teachers have an important role in organizing content, processes, products and learning environments in the classroom to meet students' learning needs.

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