

Increasing Of Student Learning Activities In Sociological Learning Using Differential Learning Models.

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Abstract. *The problem of low student activity in participating Sociology learning process. The types of activities experienced are: Students pay attention to the teacher when explaining lessons; Willing the students to ask and answer the questions; Students' interest in doing assignments; Courage of students in group presentations; As well as student activities in collaboration. The purpose of this study is to increase the sociology learning activities of class XII IPS 1 student of SMAN 1 Ranah Pesisir using the Differentiated Learning Model for the 2022/2023 school year. This type of research is Classroom Action Research (PTK) which is carried out in two cycles. Each existing cycle consists of three meetings. The first cycle consists for four stages: scheming, implementing, observation and reflection. The subjects of this study consisted of 29 students of class XII IPS 1. The Techniques used for collecting the data through observations and interviews. The collected data were analyzed using qualitative methods. The results showed that the first cycle of student learning activity was 64.60% and in the second cycle increased 20.66% to 85.26%. An indicator of the success of learning activities in this study was an increase in the average score of students' sociology learning activities from the first cycle to the second cycle. Another indicator of success in this study if the number of students who are active in learning activities in one class reaches 75%.*

Keywords: *Learning Activity, Sociology Learning, Differentiated Learning Models*

INTRODUCTION:

The learning process is essentially carried out to develop student activity and creativity through various interactions and learning experiences. An important element for the success of the learning process is the active learning of the students themselves. According to Whipple in Hamalik (2009), student learning activeness is obtained through of teaching and learning process that focuses on learning physical, mental, intellectual, and emotional student activity which are the elements used to get better learning outcomes. All of them are the combination of cognitive, affective, and psychomotor aspects when students are in the classroom.

Dimiyati and Mujiono (2006) state that student learning activeness is a learning process that is more based on optimizing that includes students' intellectual-emotional involvement during teaching and learning activities by physically involving students. The activeness of student learning can be stimulated from the use of learning models by the teacher, including by carrying out the following behaviors: giving assignments individually or in small groups, holding question and answer sessions, and having discussions. In line with the opinion of Dimiyati and Mujiono, Raharja (2002) explains that active learning is a human physical and spiritual activity to do something to achieve certain goals. Teachers who teach must try as much as possible

so that students are truly active in participating in teaching and learning activities, both physical activities such as doing practices and practicing. The spiritual activities mean observing, and solving problems.

The results of observations made by researchers, especially in class XII IPS 1 in Sociology subject, are when the sociology learning process took place, students tend to be passive and have low physical activity. A significant problem was came from the teacher who has not accommodated the different learning process needs of students such as the level of the initial understanding of the material being taught is different for each student but in reality, what happens is that these students are often uniformed in their level of ability and potential. This of course will also have an impact on the value or learning outcomes.

As well as in giving assignments, teachers not accommodated interests and talents students, so the all students tend to be given same task in class. As a result of giving the same task earlier, students did the assignment only by imitating or copying and pasting the work of their friends, some students are noisy, and play on cellphones regardless of friends and teachers who teach. The teacher should be able to give assignments according to the interests or talents of students such as students who like writing can make assignments in the form of articles or reports, students who like to draw can make assignments with pictures or concept maps, students who like art make assignments by making socio dramas or students who like to talk make assignments by recording their voice and so on.

The researcher also observed when class XII IPS1 studied with other teachers with different subjects. Researchers see that the teacher has not accommodated the different preferences or learning styles of students. Educators tend to provide only one learning resource such as textbooks. So that the audio, visual, and kinesthetic learning styles of students have not been accommodated. As a result, students look bored and bored in class. The teacher should provide a variety of learning resources such as learning videos, articles, PowerPoint presentations, and animation videos. So that the learning process is more fun because students can access a variety of learning resources.

Departing from the existing problems, it is necessary to have a new learning model that can overcome these learning problems. Researchers use a differentiated learning model, which is a learning process that prioritizes a basic understanding to educators that each student has a variety of potentials and characteristics. As a facilitator, the teacher can only guide, direct and accommodate the characteristics and potential of these students so that they can develop the abilities and potential of their students.

Differentiated teaching and learning processes can be used to improve the quality of learning in the classroom. Because each student is a unique person and they have the right to explore themselves and their potential so that students are successful in the learning process. The diversity of students can be used as motivation for educators to take advantage of this diversity as an element of encouragement for students and teachers to create learning techniques that are diverse and in favor of students. Differentiated learning models are very appropriate. After all, they can arouse student motivation in learning because they feel valued when their different ways of learning are accommodated by being different.

Tomlinson (2001) in his book entitled "How to Differentiate Instruction in Mixed Ability Classroom" said that we can categorize student's learning needs, at least based on 3aspects. These three aspects are Student readiness, Student Interest and learning profile.

As teachers, we all know that students will perform better if the assignments are in accordance with their previous skills and understanding. If the tasks spark curiosity of desire of student, and if the assignments give the opportunity to the student to do the assignment with step preference by their likeness.

The advantage of the differentiated learning model is the concern for students, especially the strengths and needs of students being the focus of attention in differentiated learning. Learning profile that accommodates students' learning needs. Differentiated learning requires educators to pay attention and provide activities to meet students' learning needs. The components of differentiated learning are content differentiation, process differentiation, product differentiation, and the learning environment.

Previous researchers who used a differentiated learning model in the learning process such as Syamsir Kamal (2021) in his research entitled "Implementation of Differentiated Learning to Increase the Activity and Learning Outcomes of Mathematics in Class XI MIPA SMAN 8 Barabai". The increase in learning activity was shown by increasing the average score of student learning activities in cycle II which were 16.80, which increased by 6.88 compared to the average score of students' learning activities in cycle I which was 9.92, and the learning outcomes in cycle I and cycle II with a total of 29 students with KKM school determination of 70. In cycle I, learning outcomes experienced an increase in the number of students who completed 15 students (51, 72%) while students who had not completed 14 students (48.28%) with an average value of 66.55. Then in cycle II, there was a very significant increase compared to the previous

cycle, namely students who had reached the KKM totaled 28 students (96.55%), while students who had not yet completed numbered 1 student (3.45 %) with an average value of 80.

The similarity of this study with previous research is that they both use a differentiated learning model in the learning process, while the difference is that researchers use a differentiated learning model in sociology subjects, especially class XII students with material on social change and globalization at SMAN 1 Ranah Pesisir, Pesisir Selatan Regency. The observed student learning activity indicators are also different, namely: Students pay attention when the teacher explains; Willingness of students to ask questions; Students' interest in doing assignments; Courage of students in group presentations; as well as collaborative student activities.

Based on the background above, this study aims to find out how the application of a differentiated learning model improves the sociology learning activities of students in class XII IPS 1 SMAN 1 Ranah Pesisir in the 2022/2023 academic year.

METHOD

This type of research is Classroom Action Research. The main objective of PTK is to take action to improve learning in class. Classroom Action Research can offer new ways and procedures to improve and increase educational professionalism in the teaching and learning process in the classroom by looking at the real conditions of students (Arikunto, 2017: 191).

Classroom action research has various models that can be used in a study. The research model that will be used in this study is to adapt the PTK Kemmis and Mc. Taggart. Kemmis and Taggart's model essentially develops PTK through a set or strands with one set consisting of four components, namely planning, action, observation, and reflection (Arikunto, 2017: 195).

This research was conducted at SMAN 1 Ranah Pesisir, South Coastal District. The subjects of this research were 29 students of class XII IPS 1. The research was conducted in the odd semester of 2022/2023 academic year.

Data collection techniques are observation and interviews. Data were analyzed using qualitative analysis techniques. This analysis technique refers to the analytical model developed by Miles and Huberman in Iskandar (2009) which consists of three components, namely data reduction, data presentation, and concluding.

RESULTS AND DISCUSSION

Result

A. Cycle I Research Results

1. Planning

Before carrying out learning activities with a differentiated learning model, many preparations were made, including Students being given a test to determine their initial level of understanding of the learning material, namely the definition and theory of social change (learning readiness). Then give a test about student learning styles so that later in the learning process, the teacher already knows which students have visual, audio, and kinesthetic learning styles (learning profiles). Students are mapped based on their respective interests in making assignments. In order, all of that to map students first before designing a differentiated lesson plan.

2. Acting

The implementation of cycle I was planned for 3 meetings, where one meeting consisted of 4 x 45 minutes. The schedule is meeting 1 on August 9, meeting 2 on August 15 and meeting 3 on

August 22, 2022. The subject matter is about: Definition and Theory of Social Change, Types of Social Change and Factors of Social Change. The presentation is as follows:

The initial activity consists of opening the lesson, the teacher doing apperception and motivation, starting from the teacher conditioning the readiness of students and arranging the class according to learning needs, praying together, taking student attendance. The teacher conveys the learning objectives to be achieved.

In the core activities, the teacher provides learning material according to student learning styles, namely visual, auditory and kinesthetic learning styles. Material that can be heard (recording) via voice recording (for students with an auditory learning style). The material is in the form of pictures (for students with a visual learning style). While the material is in video form (for students with a kinesthetic learning style). This means that the teacher differentiates the content. The teacher invites students to observe and understand material about definitions and theories of social change. Furthermore, students who do not understand the material are assisted by the teacher and take advantage of peer tutors, meaning students who understand the material help their friends who do not understand the material (the teacher differentiates the process).

To focus students, the teacher provides ice-breaking through students taking turns counting sequentially. Given the game by replacing the number multiple of 3 with the word "bang". Then sequentially the students say the numbers, if they say them wrong then they are given applause so that they concentrate on learning. In this game, Framuja and Putri received a lot of applause from the class members. After each student observes and understands the material. The teacher conducts questions and answers about the contents of the media that has been given (Process differentiation)

Students work on assignments in groups according to their respective interests. There are four interest groups, namely the PPT group, the picture/video group, the concept map group, and the sound recording group (product differentiation). The teacher reflects on material about types of social change. Teachers and students ask questions about things that are not yet clearly related to the material that has been presented. The teacher and students make conclusions at the end of the lesson and convey the main material for the next meeting. Furthermore, the greeting and closing prayer were led by the class leader.

3. Observing

Observations are made to obtain data regarding the appropriateness of the implementation of learning so it can be seen how much learning using a differentiated learning model strategy can increase the learning activities of class XII IPS 1 student in Sociology subjects. At this stage, direct observation is carried out using the observation format that has been prepared. This observation was made by two teachers, namely Mrs. Yosi Azhari and Mrs. Asri Nola. Student learning activity data can be seen in the table and graph below:

Tabel 1 Percentage of Student Learning Activity Cycle I

No	Observed Student Activity Indicators	Achievment			Average
		Meeting 1	Meeting 2	Meeting 3	
1	Students pay attention when the teacher explains (Visual Activities)	51,53%	68,24%	75,50%	65,09%
2	Willingness of students to ask and answer questions (Oral Activities)	52,14%	56,14%	70,47%	59,58%
3	Students' interest in doing assignments (Emotional Activities)	58,34%	60,23%	66,23%	61,6%
4	Courage of students in group presentations (Emotional Activities)	55,65%	65,32%	80,20%	67,05%

5	Collaborative student activities (Social Activities)	62, 32%	67,58%	79,25%	69,71%
	Average	55,99%	63,50%	74,33%	64,60%

Description:

90% upper = A (Very Good)

80% - 89% = B (Good)

65% - 79% = C (Enough)

55% - 64% = D (Deficient)

Lower than 55% = E (Fail)

In general, the average percentage of the five indicators of student learning activity is only 64.60%, meaning that student learning activities have not gone well because they have not reached the target set.

4. Reflecting

After the teacher discussed with the observer that in cycle I the learning process was in class XII IPS 1. Some students had not optimally understood the material according to their learning style, because they were not used to various assignments, so far they were treated uniformly, especially in giving assignments. The conclusions from the results of the evaluation and reflection with observers are as follows:

Tabel 2 Summary of suggestions for improvement in cycle II

No	Aspects that need improvement and suggestions for improvement
1	<p><i>The Process of Applying a Differentiated Learning Model</i> Do not apply this pattern too quickly, do it gradually, periodically, persuasively, and according to students' abilities. Continue to improve the use of this model so that students are more engrossed in learning and their learning outcomes are even better. Also, clarify the purpose and method of applying the pattern to make it easier to understand.</p>
2	<p>Learning activities should not be too fast, nor too much material. Students need a process to be able to follow well the new model.</p> <p><i>In terms of interaction and classroom management</i> The teacher must be more communicative in explaining the material Teachers still have to pay attention to and guide students in a better way, even though they have to look for it themselves, so that they are more active and work optimally, especially in group assignments. Tell students about upcoming assignments</p>
3	<p>The enthusiasm of students is more pumped. Create better moral support even if the results are good, this learning model is not easy to follow Class is not too rowdy</p>
4	<p><i>Learning Presentation</i> Increase the readiness to master learning materials and media, as well as be more creative in teaching so that students are more fun, not bored, and lazy. Varying the use of more communicative learning tools More presentations, practice, assignments, and questions that are more varied, interesting, and challenging. Discuss more often, ask and answer directly, and students come to the front of the class. give students freedom of expression Invite students to do more varied learning activities such as games.</p> <p><i>Time Management</i> The teacher must be good at managing time so that the learning provided is</p>

	effective and efficient. Give students enough time to work on assignments.
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B. Cycle II Research Results

1. Planning

The action planning to be carried out in cycle II is based on the results of reflection on the implementation of a cycle I. The teacher prepares a differentiation lesson plan and an assessment sheet. It's just that in cycle II the teacher places more emphasis on material that stimulates students to be active and confident in the learning process. As well as monitoring and providing assistance to students who experience difficulties during the learning process.

2. Acting

The action planning to be carried out in cycle II is based on the results of reflection on the implementation of a cycle I. The teacher prepares a differentiation lesson plan and an assessment sheet. It's just that in cycle II the teacher places more emphasis on material that stimulates students to be active and confident in the learning process. As well as monitoring and providing assistance to students who experience difficulties during the learning process.

In the core activities, the teacher provides learning material according to students learning styles, visual, auditory, and kinesthetic learning styles. Material that can be heard (recording) via voice recording (for students with an auditory learning style). The material is in the form of pictures (for students with a visual learning style). While the material is in video form (for students with a kinesthetic learning style). This means that the teacher differentiates the content. The teacher invites students to observe and understand material about the causes and effects of globalization. Furthermore, students who do not understand the material are assisted by the teacher and take advantage of peer tutors, meaning students who already understand the material help their friends who do not understand the material.

For focusing the students, the teacher provides ice-breaking through students taking turns counting sequentially. Given the games by replacing the number multiple of 3 with the word "bang". Then sequentially the students say the numbers, if they say them wrong then they are given applause so that they concentrate on learning. In this game, Arif and Yoga received a lot of applause from the class members. After each student observes and understands the material. The teacher conducts questions and answers about the contents of the media that has been given (Process differentiation).

Students work on assignments in groups and work on practice questions in LKPD. Furthermore, doing assignments about the phenomenon of globalization that occurs in society based on their interests, namely looking for pictures, making reports, role-playing, and concept maps, in this case, the teacher differentiates products based on the interests of each student.

The teacher reflects on the material about the causes and effects of globalization. Teachers and students ask questions about things that are not yet clearly related to the material that has been presented. The teacher and students make conclusions at the end of the lesson and convey the main material for the next meeting. Furthermore, the greeting and closing prayer were led by the class leader.

3. Observing

Sociology learning activities or activities for class XII IPS 1 SMAN 1 Ranah Pesisir can take place well and smoothly, observed and recorded by two observers on the observation sheet that has been prepared. The following is a table and graph of the percentage of student learning activities in class XII IPS 1 at SMAN 1 Ranah Pesisir in Sociology learning using the Differentiated Learning Model:

Tabel 3 Percentage of Student Learning Activity Cycle II

No	Observed Student Activity Indicators	Achievment			Average
		Meeting 1	Meeting 2	Meeting 3	
1	Students pay attention when the teacher explains (Visual Activities)	75,43%	88,24%	91,12%	84,93%
2	Willingness of students to ask and answer questions (Oral Activities)	78,56%	85,28%	89,47%	84,43%

3	Students' interest in doing assignments (Emotional Activities)	73,29%	82,34%	90,42%	82,01%
4	Courage of students in group presentations (Emotional Activities)	81,35%	88,12%	92,20%	87,22%
5	Collaborative student activities (Social Activities)	78, 56%	91,18%	93,45%	87,73%
	Average	77,43%	87,03%	91,33%	85,26%

Description:

90% Upper = A (Very Good)

80% - 89% = B (Good)

65% - 79% = C (Enough)

55% - 64% = D (Deficient)

Lower then 55% = E (Fail)

In general, the average percentage of the five indicators of student learning activity is 85.26%, meaning that student learning activity II has increased and is better than the percentage of student learning activity in cycle I.

4. Reflecting

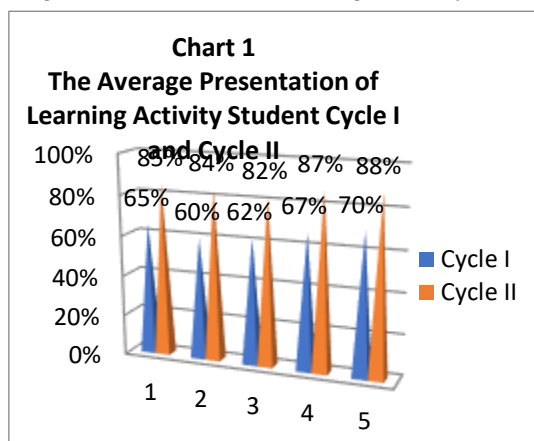
At the cycle I meeting, the average yield obtained was 69.71%. At the beginning of the meeting, students were still not used to doing assignments with choices based on student interests. During this time they were given uniform group assignments so at first, it seemed that the students were so awkward, but the teacher gave space for students to work on assignments according to their interests. The teacher divided the group assignments based on the interest earlier into the concept map group, the socio-drama group, the crossword puzzle group, and the picture group. After the explanation and reinforcement given to the students, the students were finally active and very happy to do the assignment according to their interests. This can be seen from the increase in the average percentage of student activity as a whole, namely 85.26%.

In this 2nd cycle, researchers have succeeded in implementing differentiation learning in the classroom. Differentiated learning is closely related to Ki Hajar Dewantara's educational philosophy regarding the "among" system, namely the teacher must be able to guide students to develop according to their nature. This is very consistent with differentiated learning, namely learning that liberates the thinking and potential of diverse students.

Discussion

The discussion of each indicator of student learning activity during the Sociology learning process in cycle I and cycle II is as follows:

Figure 1 The Average Presentation of Learning Activity Student Cycle I and Cycle II



1) Students pay attention when the teacher explains

In cycle I this activity was 65.09%. It happened because at the beginning of the cycle some students were not focused on paying attention to the teacher. This can be seen from the condition of the class which is less conditional with the presence of students who speak when the teacher delivers learning material. This situation is caused because students are still adjusting to different learning conditions than usual, namely a differentiated learning model. To increase student activity on this first indicator, the teacher explains the learning scenario, explaining the learning material in a leisurely manner. The teacher pays attention to all students and helps students adjust to these new learning conditions. Teachers vary the learning media that can be accessed by students according to their learning styles. In cycle II, student learning activities increased from the previous cycle I, namely 84.93%. This increase indicates that the expected target has been achieved. This can be seen from the results of the average student activity in cycle II is better than in cycle I.

2) Willingness of students to ask and answer questions

In cycle I there were still many students who were still shy and didn't want to ask questions. Students named Aldi, Omar, Rizky, and Tiara when appointed to answer questions were only silent and passive in learning so in cycle I this second indicator was 59.58%. So the teacher makes improvements. Teachers must better understand the character and potential of students according to readiness, interests, and learning styles. This is done to generate student confidence, that each of them has potential and skills that must always be explored. Motivate that they can ask and answer questions given by other groups. In cycle II the activity of students' willingness to ask and answer questions increased quite highly when compared to cycle I, which obtained an average of 84.53%.

3) Student interest in doing assignments

In the first cycle meeting, student activities related to interest in doing assignments were 61.6%. Students are still socializing with a differentiated learning model. This happens because they are not used to doing assignments based on their interests. After all, so far the assignments given by the teacher are always uniform for all students in the class. The teacher gives another explanation about the steps in differentiation learning and how to do assignments according to the mapping of each student's interests. The teacher succeeded in increasing students' understanding of differentiation learning. This is evidenced by the results of the average percentage of students' interest in doing assignments which increased quite high, namely 82.01%.

4) Students' courage in group presentations

At the cycle I meeting, the average yield obtained was 67.05%. The activity of students' courage in group presentations was still low because only certain students were active while some other students looked passive and only relied on a few of their group mates. Students are challenged to be able to appear to each member of the group in front of the class. Group assessment is highly dependent on courage and an even division of tasks from each group when making presentations in front of the class. How students can work together and be enthusiastic in groups to create active and fun learning. The efforts made by the teacher were finally successful, this was evidenced by the average result in cycle II increasing to 87.23%. Increasing the average results of the second cycle of students' courage in group presentations. This can be seen when the task group whose interest is making PPT takes turns talking to explain each slide of the results of their group's assignment. The group that performed well was given a reward in the form of writing instruments so that it would further motivate the students to perform even better.

5) Collaborative student activities

At the cycle I meeting, the average yield obtained was 69.71%. Student activity when working in groups is still low because only certain students want to collaborate while some other students are seen as passive and only rely on a few of their group mates. Students are challenged to be able to collaborate with all students in the class, not just certain students. The most important group task is how students can work together in groups to create active and fun learning. The efforts made by the teacher were finally successful, this was evidenced by the average result in cycle II increasing to 87.73%. Increasing the average results of the second cycle of students collaborating with friends. This can be seen when the socio-drama group displays action in front of the class, there is a high collaboration between members in playing the role of juvenile delinquency involved in drug abuse.

CONCLUSIONS

Based on the results of the research and discussion, the implementation of a differentiated learning model can increase the sociology learning activities of class XII IPS 1 student of SMAN 1 Ranah Pesisir in the 2022/2023 academic year. This is evidenced by the following data analysis:

Implementation of a differentiated learning model can increase the sociology learning activities of class XII IPS 1 student of SMAN 1 Pesisir Province in the 2022/2023 academic year. Based on the observation results, it was obtained that the average score of students' sociology learning activities in the first cycle was 64.60% and in the second cycle was 85.26%, which means there was an increase of 20.66%.

Differentiated learning models can be applied to other subjects in order to improve the learning process which so far has standardized the potential and characteristics of each student. Based on the results of the conclusions, the differentiated learning model is able to encourage students to be more active during the learning process so that student learning activities increase because learning is in accordance with the needs of students that accommodate readiness, interests and learning styles.

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