



The Role of Civics Teachers in Differentiated Learning with Problem Based Learning to Realize a Project to Strengthen the Profile of Pancasila Students

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Abstract: *The Role of Civics Teachers in Differentiated Learning with Problem Based Learning to Realize a Project to Strengthen the Profile of Pancasila Students. Education plays a major role in a person's life, because education allows the development of individual potential and abilities to determine their future. Teachers play an important role in teaching, guiding, and encouraging students. This research was conducted with a qualitative approach in a natural environment. It aims to reveal the phenomena that occur in the field through a descriptive research design that uses written and oral conversations between the author and informants. Based on the results of interviews conducted by the researcher, it was found that differentiated learning using the Problem Based Learning model, especially in PPKn subjects in class VII, made students happier and more interested because the role of the teacher, especially in PPKn subjects, made students enthusiastic in learning because the role of the teacher as a motivator greatly influenced the teaching and learning process. Based on these results, it can be concluded that the use of Problem Based Learning in differentiated learning in PPKn subjects has proven to be effective in the learning process.*

Keywords: *the role of the teacher, differentiation, problem based learning*

Abstrak: *Peran Guru PKn dalam Pembelajaran Terdiferensiasi dengan Pembelajaran Berbasis Masalah untuk Mewujudkan Proyek Penguatan Profil Siswa Pancasila. Pendidikan memegang peranan besar dalam kehidupan seseorang, karena pendidikan memungkinkan berkembangnya potensi dan kemampuan individu untuk menentukan masa depannya. Guru memegang peranan penting dalam mengajar, membimbing, dan memberi semangat kepada siswa. Penelitian ini dilakukan dengan pendekatan kualitatif dalam lingkungan yang alamiah. Bertujuan untuk mengungkap fenomena-fenomena yang terjadi di lapangan melalui rancangan penelitian deskriptif yang menggunakan percakapan tertulis dan lisan antara penulis dan informan. Berdasarkan hasil wawancara yang dilakukan oleh peneliti, diperoleh hasil bahwa pembelajaran berdiferensiasi dengan menggunakan model Problem Based Learning khususnya pada mata pelajaran PPKn di kelas VII membuat siswa lebih senang dan berminat karena peran guru khususnya pada mata pelajaran PPKn membuat siswa bersemangat dalam belajar karena peran guru sebagai motivator sangat mempengaruhi proses kegiatan belajar mengajar. Berdasarkan hasil tersebut dapat disimpulkan bahwa penggunaan Problem Based Learning pada pembelajaran berdiferensiasi pada mata pelajaran PPKn terbukti efektif dalam proses pembelajaran.*

Kata kunci: *peran guru, diferensiasi, pembelajaran berbasis masalah*

▪ INTRODUCTION

Education plays a major role in a person's life, because it allows the development of an individual's potential and ability to determine his future. Ki Hajar Dewantara believes that education involves the development of character, mind and physique in balance with nature and society. Success in teaching is also influenced by several factors, including those that play an important role in the educational process (Afifah Khoirun Nisa, 2019).

A superior and moral generation will emerge from teachers. To achieve this goal, teachers must teach character education to their students in schools through direct teaching and the development of useful learning methods. This goal is to meet students' learning needs and maximize their learning potential. Students' success in learning can be measured by their ability to learn independently, which means they acquire their own knowledge. Therefore, approaches that foster students' curiosity must be used during the learning process. Civics learning is one example (Rahayu, n.d. 2017).

In the 21st century, differentiated learning is a very important educational method. The term differentiated learning is also used. Scholhorn (2016) states that the differentiation learning model is rooted in the dynamic systems theory of human movement and focuses on the importance of movement variation. Differentiated learning has been used for motor learning. Therefore, both differentiated learning and independent learning aim to help students learn according to students' abilities, interests and learning styles through various strategies. This ensures that the activities meet students' learning needs. Differentiated learning does not require teachers to group students based on intelligence level, it is better if students can learn according to each student's abilities (Pitaloka & Arsanti, 2022).

Problem Based Learning is a learning model that can be combined with differentiation learning strategies because it allows students to solve problems in a way that is appropriate to their knowledge and experience, then apply them in real life. The Problem Based Learning model involves an integrated learning process, including providing problems that are relevant to the real world and learning in groups. This problem is used to foster students' curiosity, develop their ability to analyze learning material, and increase their desire to participate in the learning process (Sitorus et al., 2023)

The Ministry of Education and Culture (2022) stated that the Strengthening the Pancasila Student Profile (P5) Project is a co-curricular activity which aims to improve the Pancasila Student Profile competencies for students. This activity, which is part of the Strengthening the Pancasila Student Profile (P5) Project, allows students to learn freely in a formal environment, creating a learning structure to strengthen various student competencies. In addition, this activity allows students to learn independently and choose a theme that suits their interests. Thus, this activity can enable students to develop competencies appropriate to the Profi; Pancasila students and improve their academics.

▪ METHOD

The research entitled *The Role of PPKn Teachers in Differentiated Learning with Problem Based Learning to Realize a Project to Strengthen Pancasila Student Profiles* uses a qualitative approach in a natural environment. It aims to discover phenomena that occur in the field through a descriptive research design that uses written and oral

conversations of informant authors. This research begins with the observation aspect (research object), and then accurate facts are explained according to the situation in the field. The researcher himself is an important tool for collecting and interpreting data in qualitative research. Data collection methods generally include direct observation, interviews, and document study (sugiono, 2016).

▪ **RESULT AND DISCUSSION**

Based on descriptive qualitative research, it shows that differentiated learning using the Problem Based Learning model, especially in PPKn subjects in class VII, makes students happier and more interested because the teacher's role, especially in PPKn subjects, makes students enthusiastic.

The principal's leadership can positively improve teacher performance through appropriate management functions, appropriate leadership roles and also providing motivation to teachers (Alif Luthvi Azizah1* Wayan Tiadilona2, 2023).

Teacher performance ethos can be improved by improving the performance of school principals. Various factors influence the success of an educational institution, internally and externally, including the leader or principal who plays an active role in every organized activity and effective leadership is very necessary if the organization wants to produce the results it achieves.

The principal's instructional leadership is effective leadership. The principal's instructional leadership behavior can increase collaboration among teachers and make teachers willing to make efforts for the school (Egiska Lusita Putri1, 2020).

The role of a successful leader is if he is able to bring the organization as a reference for other institutions. This will support the ability of the school community to stimulate an environment that works together to achieve school excellence. Apart from having a clear vision, a school principal must also pay attention to how the people in the environment around the principal remain empathetic to their leader (Wahyuni & Hariri, 2023).

The ability of the school community to respond to the vision and stimulate the environment to collaborate with each other to achieve the school's goals or vision is related to the competitive and harmonious atmosphere that the school principal creates (Wahyuni & Hariri, 2023).

The principal's instructional leadership behavior influences collaboration, motivation and professional commitment of teachers along with the ability of a leader in education who encourages, provides attention in the field of leadership and supports teachers and students to solve problems in school (Egiska Lusita Putri1, 2020)

Teacher's Role During the learning process for Civics subjects, students often discuss or exchange ideas with other students. Teachers have an important role in teaching, especially the role of teachers as motivators which greatly influences the process of teaching and learning activities, including the following:

1. Teacher as a motivator; If students have high motivation, the teaching and learning process will be successful. Teachers as motivators must be able to encourage students to be enthusiastic and active in teaching. Apart from that, teachers also play an important role in fostering student motivation and enthusiasm for learning (Ramadhan et al., 2023)

2. Teacher as facilitator; The teacher's role as a facilitator is to provide services to help students easily obtain and understand learning material, so that the learning process

becomes more effective and efficient. Teachers also create a pleasant learning environment by providing equipment that enables and facilitates teaching activities.

Differentiated Learning

Differentiated learning is an adjustment to interests, preferences and learning readiness to improve student learning outcomes. Thus, teachers must be able to answer students' learning needs by adding, strengthening and adjusting time to improve student learning outcomes. In improving student learning outcomes, teachers have a way to convey motivation to provide input to students. This has a big influence on increasing student learning motivation (Sitorus et al., 2023).

Problem Based Learning

Problem Based Learning is a learning approach that begins with solving a problem, but solving a problem requires new knowledge that allows students to solve it, and requires students to be active and creative, proactive, innovative, and have high learning motivation (Nasrulloh et al., 2023).

Obstacle factors and challenges faced by Civic Education Teachers

In learning using the Problem Based Learning method, there are several obstacle factors and challenges in the differentiated learning process because in increasing student enthusiasm and motivation for learning, it is necessary to know what obstacle and challenge factors must be known, including the following:

1. Time limitations

Designing differentiated learning with Problem Based Learning requires sufficient time to prepare materials, activities and assessments that suit what students need. Implementing Problem Based Learning often requires more time than conventional learning methods, while the dense curriculum limits the allocation of available time.

2. Student diversity

Students have diverse abilities, interests, and learning styles that make implementing differentiation strategies a major challenge. Students who are less motivated or unfamiliar with Problem Based Learning may have difficulty participating actively in class

3. Evaluation and assessment

Difficulty in assessing student learning outcomes effectively in the context of complex and differentiated Problem Based Learning. Teachers must also provide appropriate and individual feedback to each student, requiring more time and effort.

The challenges faced by Civics Teachers include:

1. Integrating Problem Based Learning

Ensure that Problem Based Learning and differentiation remain in accordance with the standards and learning targets set in the PPKn curriculum. As well as adapting PPKn material so that it can be used in Problem Based Learning and according to the needs of various student groups.

2. Motivate students

Increase student participation by encouraging students who are less motivated to participate actively in learning. As well as teaching and developing the collaboration skills needed to work in groups effectively.

3. Managing differentiation

Design assignments and projects to suit varying levels of ability and interests of students. Monitor and assess the progress of each student individually in the context of collaborative Problem Based Learning.

▪ **CONCLUSION**

It was concluded that the use of Problem Based Learning in differentiated learning in Civics subjects has proven to be effective in the learning process. Students not only understand theory, but are also able to solve a problem topic they face, so they are able to share the ideas they have in mind with their group members. As well as factors that hinder and challenge Civic Education teachers in implementing differentiated learning with Problem Based Learning including time, planning, implementation, diversity of student abilities and motivation. The challenges faced include motivating students to participate actively and managing differentiation in learning.

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