Analysis of The Effectiveness of Differentiate Instruction i Improving Student Well-Being In Grade VII Social Studies Learning At Smpn 1 Tegalsari

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Abstract: One of the transformations of Indonesia education through the Kurikulum Merdeka to create superior Human Resources (HR) is an educational process that places students in a safe, comfortable and happy environment. This can be realized through differentiated instruction with a learning philosophy that favors differences in students. This study aims to analyze the Effectiveness of Differentiated instructionin Improving Student Well-Being of Students in Class VII IPS Learning at SMPN 1 Tegalsari. The differentiated instructionapproach respects the differences of students who are very diverse and can respond to all their needs in the learning process as well as accordingly. The method in this study uses a descriptive method with a qualitative approach to analyze a phenomenon that will be examined through the support of literature studies so as to strengthen the results of the research obtained in making conclusions. data collection was carried out with a simple random sample (Simple Random Sampling). The results of this study found that out of 37 samples of class VII students at Tegalsasari 1 Public Middle School, a total of 192, after going through a differentiation learning process both in terms of content differentiation, process, product and learning environment adjusted to their level of readiness (rediness), profile and learning interest. showed very varied responses, namely: 25 students felt happy, 30 students felt comfortable, 32 students were free, 21 students were self-confident, 24 students were independent, 28 students were enthusiastic and 31 students were communicative. students during learning. Based on the results of this study, differentiated instructionis very effective in increasing Student Well-Being in social studies learning.

Keywords— Differentiated Instruction, Student Well-Being, Social Studies

1. INTRODUCTION

The spectrum of the industrial revolution 4.0 spread rapidly throughout the world, disrupting many vital sectors, times changed rapidly and life became more complex. Humans are faced with a situation where the nature of work changes very rapidly, is full of uncertainty and is interconnected with one another [1]. Meanwhile, education around the world today is faced with very diverse student conditions [2], including Indonesia. Students differ not only in academic readiness, but also cultural background, language competence, learning style, motivation, social competence, methodological and self-regulation [3]. This is a period full of challenges that must be answered by every parent, educator, business person, and government [1].

The world of education, as a pivot in producing intelligent, civilized and highly competitive generations of nations, often gets the spotlight for its role and capabilities in dealing with these challenges. The speed of the changing and increasingly complex world demands faster learning abilities and the ability to logically analyze every situation and solve problems critically. According to [4] For this reason, educators as agents of change are required to be able to prepare competent graduates who are adaptive and anticipatory to the times so that graduates can face all the challenges that exist.

In order to successfully prepare graduates who are able to face the challenges of the times with diverse student conditions, education policy makers around the world are calling for a switch and focusing on inclusive learning. One way to achieve this is by emphasizing different teaching according to student conditions and exposing learning by thinking critically. [5] In the context of the current national curriculum it is called pro-student learning with differentiation. Differentiated instructionhas become an important element of the success of the Kurikulum Merdeka launched by the Ministry of Education and Culture, to transform education in a better direction so as to be able to create superior human resources who can face challenges according to the times. Indonesia's education transformation places more emphasis on the learning process for students in a learning environment that is safe, comfortable from all forms of violence, and happy.

At present, learning based on the diversity of student potential is in the spotlight and is being carried out in the world of education. Because it has an impact on improving the quality of processes and student learning outcomes. This is reinforced by searching research that

has similar discussions with this research. First: [6], the results obtained from the research were that by applying collaborative differentiation learning involving parents to realize student well-being during a pandemic in chemistry subjects, learning outcomes were very pleasant, training independently and not depending on others. Second: [7] The results of the study show that there is an effect of the differentiation approach in the inquiry model on students' numeracy abilities. Third: [8] from this study it was found that differentiation learning is able to develop learning more effectively and contextually according to the potential for student diversity and a sense of well-being in the student's personality. Fourth: [9] from research obtained through differentiation learning improves the development of talent and good critical thinking. Fifth: [10] research results show the effectiveness of technology-oriented differentiation teaching in motivating students to learn science with a significant difference compared to traditional teaching.

Because considering that there are not many studies using a differentiation approach in social studies subjects, the authors conducted this research. The urgency of this research is that student weel-bieng is part of the social studies learning objectives of the Kurikulum Merdeka and by looking at the conditions in the field, the average student has a variety of potentials, there is a need for an appropriate approach. To design social studies learning processes by creating student well-being, it is necessary to use a differentiated instructionapproach. This study aims to analyze the Effectiveness of Differentiated instructionin Improving Student Well-Being of Students in Class VII IPS Learning at SMPN 1 Tegalsari. The differentiated instructionapproach respects the differences in students who are very diverse and can respond to all their needs in the learning process and is in accordance with the mandate of the independent learning national curriculum in order to carry out educational transformation for the creation of superior human resources who are able to face the challenges of this increasingly complex era.

2. THEORITICAL REVIEW

2.1 Differentiated instruction

Differentiated instruction is a way for teachers to teach according to the needs of each student in studying learning material according to their abilities, individual needs and what they like so that they are not frustrated and feel failed in their learning experience [11]. This involves modifying varied teaching and learning instructions so that all students can be considered successful. Tomlinson in different publications [12, 13, 14, 15 and 11] stated that differentiation learning is considered as an approach and philosophy to deal with student diversity. [13] stated that differentiated instruction is adjusting instruction to meet individual

students, small groups of students or all students. It consists of all the efforts made by the teacher to respond to the differences of students in the class with mixed abilities. Whenever teachers teach individuals or small groups, they vary their teachings to create the best experience, and then they vary the instruction. Differentiated instruction can be applied in areas such as content, process, product [16] and learning environment [17, 14, 15] based on students' readiness, interest, and learning profile [11].

The initial stage that needs to be done before implementing differentiated instructionis mapping student learning needs, there are three aspects of student learning needs that need to be understood and prepared, namely student learning readiness (rediness), student interest, and student learning profile [18]. In order for learning readiness to be properly detected, the teacher needs to carry out a diagnostic assessment before the learning process, the goal is to measure and find the unique level of student understanding so that it can provide different treatments according to their learning needs [18]. To carry out this, a supportive classroom climate is needed where everyone in the class will welcome and feel welcomed, everyone respects each other, students feel as safe as possible in learning, besides that there is hope for growth in student mastery, teachers teach to achieve student success, there is justice that students feel in a tangible form, teachers and students collaborate for mutual success.

In designing and implementing a differentiated instructionprocess, there are four aspects that need to be prepared and differentiated, namely content, process, product, and environment or learning climate in the classroom which is based on three student needs, namely learning readiness, interests and student profiles. These four aspects in the learning process are under the control or control of the teacher [18]. the diversity of students is grouped flexibly, formed following a dynamic and changing process [19]; [17]:

There are various learning strategies to apply with differentiation learning, it can be several types of cooperative learning [20, 21] or compaction and enrichment strategies [22] There are opportunities to provide scaffolding such as tiered instruction or guided strategy instruction which can also serve students with various learning needs in the classroom [15, 23]. It is basically up to the teacher to decide when any approach can be applied in response to the learning needs of the students in the class. This lies approach [24].

According to the director [18], the first aspect that must be distinguished is content, which includes what the teacher will teach and how students will achieve knowledge and understanding. [14] states that differentiating content will provide many ways to deal with facts, concepts, principles or attitudes and skills that students face. all students at the same level must go

through the same content but the teacher must adjust the level of complexity by following a variety of learning processes to teach the content. The idea is that all students must learn the same concept in different ways. Teachers can vary content by differentiating complexity or having the same content for all but different activities [25].

The second aspect that must be distinguished is the process [18]. [26] stated that the process is how students learn and how the teacher teaches the content. [11] explained that the process must be linked to content and integrated between the two. [25] stated that the process is an activity that helps students acquire the concept of content and the key to distinguishing the process is a flexible grouping where students are grouped based on readiness, interest and sometimes based on learning profiles.

The third aspect to differentiate is the product [18]. Products are outcomes where students demonstrate what they have learned. Here, the teacher differentiates the product by providing various items that students can use to demonstrate their learning [16]. Different students may produce different products based on their readiness, interests and learning profile. The key point in differentiating content is the choice given by the teacher to students with different and varied results, so that students can choose to show mastery of learning [16, 14]. Students may choose to work alone on their product or they may choose to work with interest groups [15]. Heather (2013) said that the product suggested by the teacher to students must be authentic and related to real problems, depending on problem solving and expressing concerns. Products should not summarize, but synthesize information.

The last aspect in differentiation learning distinguishes the learning environment [18] The learning environment is the classroom climate which includes class rules, operation and transition of classrooms, furniture, seating, lighting and procedures. Tomlinson [12, 13, and 11] stated that different learning environments and different class structures are significant enough for students to work within and between groups. Distinguishing the environment - as described [14] - helps students understand that some students need to move while others need to sit still. [27] stated that teachers should not only teach in ordinary classrooms, but they can pick it up.

Based on the above, in the implementation of differentiated instructionthe teacher makes learning strategies by meeting the learning characteristics of students with four kinds of differences, including content differentiation, process differentiation, product differentiation and learning environment differentiation. Content differentiation is to provide material according to students' learning profiles (styles), for example through visual, kinesthetic, or auditory learning styles. While process differentiation is by adjusting the complexity of

learning according to the readiness (readiness) of student learning and linking it to student learning interests and encouraging students to understand ideas in a preferred way. Product differentiation, namely through the results that students have learned, by adjusting to the interests of each student and can be done in groups and outside of learning time. Described in [18] the principles and strategies of differentiation learning in the independent learning curriculum are an important concern to be implemented properly, because each student needs to get learning opportunities that suit their needs, including according to the stage of development and the stage of learning achievement so that a profile is created. Pancasila students for each student.

2.2 *Student Well-Being*

Factors that can affect academic achievement, divided into internal and external factors. Examples of internal factors are factors from within students, such as the level of intelligence, well-being, feelings-attitude-interest, learning motivation, and physical condition. While external factors include the family environment and school environment [28]. [29] that academic achievement is an indicator of psychological well-being in adolescence. The experience of success at school makes students feel happy, because they have carried out their developmental tasks well. Academic success indicates good mental functioning. This creates positive emotional conditions that lead to positive mental functions, and conversely, good mental functions also produce positive feelings. Positive perceptions of oneself (possible selves), are very important for building beliefs about student academic success.

In this study, student well-being will be the focus. Student well-being is a multi-dimensional concept that arises when individuals interact with other people, their environment, and the conditions and circumstances in which their lives develop (especially through and in the context of education) [30]. High student well-being is associated with increased student academic achievement at school, pro-social behavior, school safety, and mental health [13]. Student Well-being takes a major role in learning and affects the optimization of student functioning in school. Measuring student well-being using the right indicators and instruments is a strategic step to find out whether the teacher has carried out his duties properly. According to Stundet [30] Well-being is not only related to their ability to learn effectively, but also to a context where they truly feel prosperous.

Student well-being consists of intrapersonal and interpersonal dimensions. The intrapersonal dimension has nine influencing aspects, namely autonomy, emotional regulation, resilience, self-efficacy, self-esteem, spirituality, curiosity, engagement and mastery orientation. The interpersonal dimension also has several aspects, namely communicative efficacy, empathy,

acceptance, and connectedness. On the intrapersonal dimension, students internalize what they feel in themselves and turn it into something that affects their function in school and society. The intrapersonal dimension is influenced by the Autonomy aspect, that is, a person has voluntary actions and fully supports the activities in which he is involved. The aspect of emotional regulation is the ability that is manifested as the accuracy and degree of the student's emotional response to the circumstances around him. The aspect of resilience is the capacity to handle and deal with study challenges. The aspect of self-efficacy is the confidence to organize, implement and adapt strategies to meet the desired results. The aspect of self-esteem is the individual's respect for himself in terms of the ability to organize, implement and adapt strategies to achieve the desired goals. The aspect of spirituality is a positive feeling towards life that is purposeful and meaningful. The aspect of curiosity is the desire to learn more. The engagement aspect is the active participation and involvement of students in the learning process and the school community. Finally, the aspect of mastery orientation is the ability to complete tasks with the best efforts of students. The Interpersonal dimension includes students' assessment of their social situation and consequent capacity to function in their school community. What influences the interpersonal dimension of the communicative efficacy aspect is the use of communication skills in context to achieve goals, the empathy aspect includes two constructs, namely cognitive empathy, which means handling intellectually from the perspective of others and affective empathy, which means responding to the same emotions towards the emotions of other people. Acceptance is acceptance based on beliefs about the fundamental goodness of others and includes respect, tolerance, trust and understanding. Connectedness is connectedness or subjective awareness of being in close relationship with the social world, this represents meaningful relationships with other people [14].

[29] stated that academic achievement is an indicator of psychological well-being in adolescence. The experience of success at school makes students feel happy, because they have carried out their developmental tasks well. Academic success indicates good mental functioning. This creates positive emotional conditions that lead to positive mental functions, and conversely, good mental functions also produce positive feelings. Positive perceptions of oneself (possible selves), are very important for building beliefs about student academic success. Students who excel in academics tend to get positive ratings and images from their peers. In the long term, this positive self-perception will have a positive influence on mental health and psychological well-being at the next stage of life [31].

Based on the above opinion, it can be said that student well-being is a condition where students feel comfortable at school, feel satisfied with themselves and when interacting with others, show consistent emotional responses according to the events experienced and the absence of negative conditions such as depression, anxiety. and deviant behavior as well as student involvement in the school community. Student Well-being is an actor that can affect academic achievement from within the students themselves.

3. RESEARCH METHOD

The research method is a scientific method used to obtain data used for a particular purpose. According to Arikunto the scientific method is a series of collecting data scientifically. According to [32] the scientific research method is a logical, systematic, and objective way to find a scientific truth.

3.1 Type of Research

This research uses descriptive research methods using a qualitative approach to analyze a phenomenon that will be studied and supported by literature studies to strengthen the results of the research obtained in making conclusions. Statistical descriptions and data descriptions are based on student questionnaire answers. The steps in implementing the descriptive method according to [33] are as follows; (1) Formulating the problem, (2) determining the type of information needed, (3) determining the data collection procedure, (4) determining the information in the data management procedure, and (5) drawing research conclusions. The object of this research is the activity of analyzing the effectiveness of Differentiated instructionin improving student well-being.

3.2 Research subject

The research subjects used by the writer were class VII students at SMPN 1 Tegalsari as many as 192 students as resource persons were taken as many as 37 students to be used as samples, because the researchers had reached data saturation, namely to whoever the questions were asked, the results or answers given by the students remained consistently the same.

3.3 Research Resources

The data sources used by the authors in this study are grouped into two types, namely primary data and secondary data.

1. Primary data is obtained through an intermediary or other source. The primary data in this study were obtained through direct observation/observations related to class VII students at SMP Negeri 1 Tegalsari.

2. Secondary data was obtained by researchers indirectly or through media intermediaries to find

sources of information related to secondary data in this study containing references from books and journals related to differentiation research.

3.4 Research Techniques

This study uses three techniques to collect research data, namely through observation, interviews and documentation.

1. Observation. Observation is an observation made directly by researchers by looking at the surrounding conditions that are still directly related to research. Direct observation was carried out by the researcher to see the condition of the research site and how the students in class VII at SMP Negeri 1 Tegalsari were doing.

2. Interview. Interview is an activity carried out by researchers by interacting directly with all research objects. According to Sugiyono, interviews are used as a data collection technique if the researcher wants to conduct a preliminary study that aims to find problems that must be studied. The interviews conducted by the researchers here were carried out to the research objects of class VII students and teachers regarding the subjects to be studied.

3. Documentation. Documentation is an activity to explore data in the form of documents, photos, text or video or audio. The documentation method comes from various important notes from teachers or students which are used to strengthen research results.

3.5 Data analysis technique

The analysis technique used in this study uses the qualitative analysis model of Miles and Huberman [16] with an emphasis on the effectiveness of differentiated instructionin increasing student well-being from data collection, data reduction, data presentation and drawing conclusions. Primary data sources were obtained from all class VII students at SMPN 1 Tegalsari.

1. Data collection. The data collection method used by the authors in this study used simple random sampling, according to [34] Simple Random Sampling is taking sample members from a population that is carried out randomly without regard to the strata in that population, namely simple random sampling (Simple Random Sampling). . The sources for this study were 192 students in class VII at SMPN 1 Tegalsari. Meanwhile, secondary data is data that comes from reference books and journals related to the effectiveness of learning in improving student well-being. The interview activities conducted by the researchers aimed to obtain optimal data, so the researchers conducted interviews and distributed questionnaires filled in by students from class VII students at SMPN 1 Tegalsari.

2. Data reduction. Data reduction is a process of selecting, focusing on and simplifying the raw data transformation that emerges from written records in the field. Research reduction starts from collecting summaries or summaries related to research problems. In this study the researcher made a summary of the important points in differentiation learning.

3. Presentation of data. The description of collecting information that is arranged systematically can provide the possibility of drawing conclusions and taking action, which is called data presentation. In this study, data was presented in the form of narrative text and charts which illustrated how differentiation learning was conducted in class VII students of SMP Negeri 1 Tegalsari and the data in this study were obtained through the initial stages of the research in the form of preparation carried out by the teacher, namely 1) mapping analysis of learning outcomes that will be taught to students. learners; 2) Determine Learning Objectives 3). carry out diagnostic assessments on students in class; 4) mapping the abilities of students according to the diagnostic results; 5) compiling Teaching Modules taking into account the learning needs of each student 6). prepare different content for each group of students. The application of the differentiation learning process was applied by the researchers themselves as an initial stage for the differentiation learning process. The Teaching Module is a procedure used by the teacher to carry out the learning process. The components raised in differentiation learning are 1) content, in the form of material that students need to learn; 2) process, in the form of activities in which students are freed to seek and discuss in compiling projects given by the teacher; 3) products, namely the results of discussions arranged in the form of posters, infographics, pamphlets etc. as joint projects in one group based on the readiness and learning methods of each student; and 4) learning environment, namely the area and classroom climate conducive to the learning process that allows students to be able to move, not be disturbed, safe and comfortable. Facilitated by the school in collaboration with parents and the community to support their learning process. In this stage the teacher becomes a facilitator, and provides scaffolding when students experience difficulties and conducts formative assessments. The results of the formative assessment will be taken into consideration in conducting research analysis.

4. Verification and confirmation of conclusions. Verification or confirmation of conclusions in research is a final activity used to analyze data.

3.6 Data Validity

Validity or validity test is a test used in research to determine the suitability between the data that has occurred with the research object and the data presented by the researcher. This study uses triangulation in testing the credibility of the data.

4. RESUTLS AND DISCUSSION

4.1 Result

The differentiation learning process used by the authors in this study used interviews with 192 class VII students at Tegalsari 1 Public Middle School as resource persons. After carrying out the differentiation learning process of all students by using interviews and using the Simple Random Sampling technique, 37 students were finally taken as samples, because the researcher had reached data saturation, that is, whoever asked the same question, the answers given were the same. consistently the same.

The results of interviews with 37 students as a research sample related to their learning experiences. Students tell that they feel very happy, excited, feel given the freedom to choose their learning process, have confidence, are able to learn on their own and are able to express opinions well in conducting learning, according to the level of readiness, learning style and skills or interests they have. Based on the results of the diagnostic
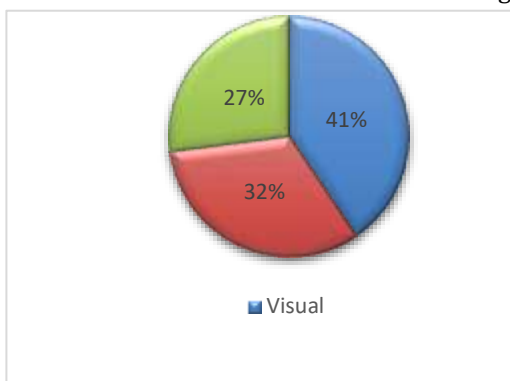
assessment, data was obtained that out of 37 samples of class VII SMPN 1 Tegalsari had 15 visual, 12 auditory and 10 kinesthetic learning styles, as shown in Figure 1 below:

Figure 1 Learning styles of 37 samples of class VII SMPN 1 Tegalsari

The results of the interviews conducted in private showed that the very good enthusiasm in learning planning was differentiated. Students' trust in adapting learning to the characteristics, interests and learning styles of students is very important to be able to make students feel comfortable at school, feel satisfied with themselves and when interacting with others. So that it can affect academic achievement in accordance with the notion of student well-being.

Differentiated instructionin Social Studies learning in class VII SMPN 1 Tegalsari places students with diverse backgrounds and abilities. Learners can work together in a small group that aims to achieve the same learning. Each student in a group is responsible for fellow group members. Learners share roles, tasks, and responsibilities in order to achieve mutual success in collaborative learning. Student responses regarding the use of differentiated instructionwere obtained through interviews and filling out instruments after participating in collaborative differentiated learning. The responses were very varied, namely: 25 students felt happy, 30 students felt comfortable, 32 students were free, 21 students were confident, 24 students were independent, 28 students were enthusiastic and 31 students were communicative. students during learning seen in Figure 2
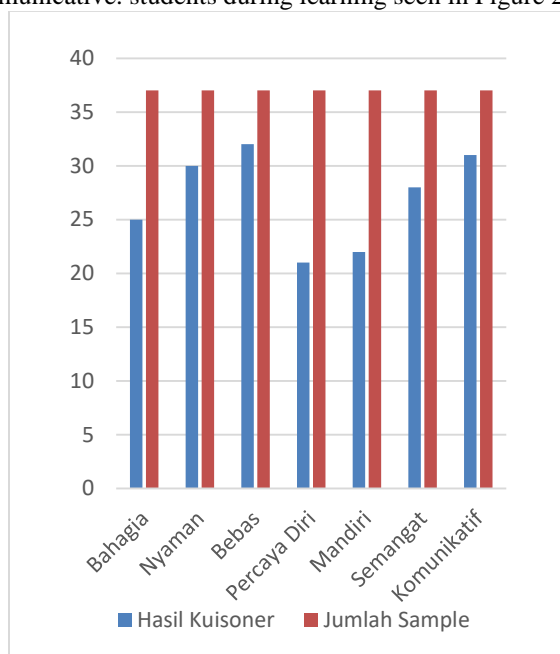

Figure 2 application of differentiated learning

Student well-being abilities are formed through continuous differentiation learning in all learning processes. Feelings of Happiness, Comfort, Freedom, Confidence, Independence, Enthusiasm and Communicative of students arise because educators are able to adjust the needs, desires, learning styles, and an appropriate environment for students. Because differentiation learning is adapted to place students with diverse backgrounds and abilities but aims to achieve the same academic goals.

4.2 Discussion

Learning activities carried out in schools, various things can affect student well-being, such as from intrapersonal including autonomy, emotional regulation, resilience, self efficacy, self esteem, spirituality, curiosity, engagement and mastery orientation, and from

interpersonal dimensions including communicative efficacy, empathy, acceptance, and connectedness. In junior high schools, the use of differentiated instructionby teachers is felt to be lacking, because teachers make themselves more of a controller in the classroom. Even though it is known that differentiated instructioncan improve the intrapersonal and interpersonal dimensions of student welfare. Intrapersonal is something that includes aspects of well-being which are mainly manifested in self-awareness and the ability of students to function in their school community. While the interpersonal dimension covers more on the welfare of students in aspects of welfare, especially manifested in students' assessments of their social status, conditions and consequences capacity to function in the school community.

The results of research conducted by Azizah stated that the student response questionnaire after applying the model showed that almost all students were satisfied and happy with differentiated instruction[34]. Differentiation learning can train students to dare to argue and work in teams. The response from students was very enthusiastic and positive towards the learning that was carried out as a whole, especially to help students to improve learning outcomes, especially in the ability to think creatively. Collaborative differentiation learning can create a conducive atmosphere that can foster a sense of joy and happiness in participating in learning so that it is motivated to do all tasks that arise to gain understanding.

Research by Setiyo on the application of collaborative differentiation learning by involving parents and the community to realize student's well-being during a pandemic states that collaborative differentiation learning involving parents and community leaders can improve learning outcomes for class XI MIPA 1 [35]. From this study it is also known that collaborative differentiation learning is very fun with a percentage of 95% and can train independently not to depend on others with a percentage of 95%. The lowest well-being attitude is in understanding the strengths and weaknesses of students (74%) according to the emergence of student's well-being indicators after learning. The presence of parents greatly motivates students' enthusiasm for learning with a percentage of 78%. Because students' well-being abilities are formed not spontaneously but continuously through differentiated instructionin all learning processes.

The results of the study support Hidayati and Rositawati's statement which states that school's well-being has a significant relationship with the seriousness of students' behavior and emotions in learning activities [36]. Students are known to have high perceptions of positive environmental conditions and in accordance with the basic needs needed by students at school will be more involved in learning activities. The learning process that is carried out considering the conditions of readiness will increase the social and self-comfort of students.

The important role of the teacher in implementing differentiated instructionin various different learning processes is very important to do. Teachers have a responsibility to ensure that equal learning opportunities are given to every student, while still paying attention to interests, potential and even teachers must always pay attention to the learning environment both in terms of facilities and social environment so that learning becomes better. Teachers must be able to side with students by showing that a teacher must prioritize student development as a top priority.

5. CONCLUSION

The results of the analysis from the author's research on differentiated instructionmethods in social studies learning as a whole can play a role and can improve student well being. This can be seen from the learning process that is freer, happier and more comfortable because students can learn according to their learning style, environment and abilities of students. Therefore, teachers as educators are expected to be able to create learning strategies that can meet the learning characteristics of students with four kinds of differences, including content differentiation, process differentiation, product differentiation and learning environment differentiation that can improve student well-being.

6. AKNOWLEDGEMENT

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