

The Urgency Of Differentiated Learning Based On Peer Tutoring In Pancasila Education Learning At SMA Negeri 1 Singaraja

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Abstract. In the independent curriculum paradigm, it is very important to understand and facilitate the learning needs of students so that they can show their natural talents, and the learning process must be student-centered. Today, the treatment given in the learning process of Pancasila Education is still not in accordance with the expected target, that the application of the observed learning model is still conventional, teacher-centered, and teachers have not been able to meet the diverse learning needs of students. Based on this, it is considered necessary to make improvements and breakthroughs through innovations developed in the learning process. One of the learning approaches that is in accordance with the current independent curriculum paradigm is differentiated learning based on peer tutoring which is designed to facilitate the needs and learning potential of students. In this study, it aims to examine and find the stages of the implementation of differentiated learning based on peer tutoring in Pancasila Education. The research method used is a literature review with descriptive analysis techniques. In addition, to minimize analysis errors and accuracy in the study, data checks are carried out and literature is reread. The results of this study show that there are a series or stages of differentiated learning based on peer tutoring.

Keywords: Differentiated Learning, Peer Tutoring, Pancasila Education

1 Introduction

One of the important components in educating the life of the nation and state is education. Through education, a person will be able to learn and understand the values contained in society that are used to live their daily lives. Based on this, education certainly plays a very important role in creating a generation with character, noble character, or social spirit in accordance with the goals and expectations of the Indonesian nation. In order to realize the national education goals, one of the efforts made by the government is to form a curriculum that is used in each educational unit. The concept of curriculum will basically develop according to the times, both from the naming of nomenclature, theory, practice, and variations applied to the novelty of learning resources. In its development in Indonesia, the concept of curriculum also often

changes due to the influence of global currents, as well as an effort to improve the quality of education. Historically, the curriculum was first established in Indonesia in 1947 as a teaching plan [1]. Until now, the curriculum that serves as a reference for the learning process is the independent curriculum that emphasizes the aspect of student learning freedom. In essence, the independent curriculum is designed to provide freedom and comfortable and quiet learning opportunities to students so that in the learning process students can show their natural talents [2]. Based on this new view, teachers are also given the freedom to design learning processes and assessments according to the characteristics and learning needs of different students [3].

The emergence of a new paradigm in the world of education not only changes the perspective of the learning process, but also requires teachers to be able to build the right teaching strategy, including determining achievement targets that must be mastered by students. In this regard, students are expected to be able to master the material well and be able to build their skills to suit the times. In addition, the massive current of globalization also brings quite complex developments in the world of education, so it is very important to adjust the learning process to suit the learning paradigm in the 21st century. The government through the Ministry of Education and Culture has given special emphasis on the importance of learning in the 21st century, namely giving students the freedom to build knowledge based on relevant reference sources in the learning process. In this context, the role of teachers is as a facilitator who encourages students' competencies so that they can develop their thinking processes as well as develop their skills. In other words, the main focus of learning in the 21st century is to make students the main axis in the learning process (student-centered) compared to the teacher himself.

Nowadays, when looking at the reality in the field, there are still many worrying conditions that only a handful of students have a good understanding, interest and motivation to learn, especially in learning Pancasila Education. This is allegedly influenced by various factors, such as the suboptimal learning approach that encourages student learning activity and learning treatment that is tailored to their potential and learning characteristics. In this case, teachers as facilitators should be able to facilitate them by designing processes or assessments that are in accordance with learning needs, but in implementation, teachers are not optimal in paying attention to students' learning needs. In addition, the existence of groups of students who have diverse abilities has also not been able to be facilitated optimally.

Based on the results of observations in the field, the learning process carried out is also believed to still apply conventional and teacher-centered learning. Although on some occasions, students are directed to form study groups, these activities have not been able to bring significant changes to the learning process for the better. This is also strengthened from the findings of facts in the field that the provision of group assignments that do not consider the learning potential of students, for example in making presentation media also makes student learning activities ineffective. In this situation, students rely more on the abilities of other students who have above-average abilities to complete the assigned assignments. This is also reflected through the presentation activities carried out that the students who are actively involved show a high attitude and confidence in terms of mastery of the material, delivery of the material, and even promising performances during the presentation process. On the other hand, students who are

passive in group activities show less convincing appearances, both weak in mastery of the material, tend to see and read texts if they get a turn to present, and there are even students who are not able to convey the content of the material obtained well.

Furthermore, referring to the results of the student learning style test conducted by the school for grade XI at SMA Negeri 1 Singaraja also revealed that out of a total of 393 students, 45% of them had kinesthetic learning style tendencies, 31% visual, and 24% audio (processed by the researcher). The presence of diverse student learning preferences must certainly be well facilitated, so that in the learning process students can show interest and motivation for the learning provided. However, often teachers have not paid attention to this in detail. This is evidenced by the attitude shown by students when the learning process provided is not in accordance with their learning preferences, then students show an attitude that is saturated and quickly bored in participating in learning in class. Given the realities of the field, it is considered important to improve teaching and learning-related techniques, models, or approaches in addition to making progress and improvement through innovations created during the learning process. In this case, the learning process must be carried out by involving the active role of students, and can facilitate the learning needs of the students themselves. One of the efforts that can be made is to implement differentiated learning based on peer tutoring. In the implementation of the independent curriculum, the approach that often receives attention today is differentiated learning. In general, differentiated learning is a way used by teachers to see different students' abilities, it needs to be pursued by providing different assessments in the teaching process in the classroom. Differentiated learning focuses on adjusting the material and giving instructions by the teacher to suit the student's ability. In addition, differentiated learning is also interpreted as a very important way of thinking to help the development of student learning towards their best potential in learning in the classroom [4].

In another view, differentiated learning is not individualized learning, but learning that tends to accommodate the strengths and learning needs of students in the classroom. Through a peer tutoring-based approach, groups of students who have more abilities are expected to help the learning process of other students, so that the goals of the learning process can be achieved together. Nowadays, the peer tutoring approach has a significant influence on encouraging students' desire to learn, because students can learn comfortably so that they do not feel awkward in asking questions or making statements. In addition, the application of peer tutoring not only helps students in obtaining learning experiences, but also guides students in practicing their abilities based on the learning outcomes of Pancasila Education, namely civic knowledge, civic skills, and civic disposition. In this case, students who play the role of peer tutoring can show several roles in accordance with the responsibilities directed by the teacher, so that the learning carried out becomes a vehicle to develop learning concepts, and create a collaborative and innovative learning process. However, the application of differentiated learning based on peer tutoring has not been massive, so it is very rare to find stages of implementing differentiated learning based on peer tutoring. Thus, the researcher is very interested in conducting a literature review on "Differentiated Learning Based on Peer Tutoring" so that it can be used as a reference to be applied to the learning of Pancasila Education at SMA Negeri 1 Singaraja"

2 Method

This literature review research presents data through literature review analysis. Basically, literary studies is the process of searching, reading, understanding, and analyzing various literature, research findings (research results), or literature related to research topics. In literature study research, it really requires perseverance so that the data obtained, the results of data analysis, and the conclusions obtained are in accordance with the expected objectives [5]. However, in this study, data analysis was carried out using the steps found in the Miles and Huberman model, namely data reduction, data appearance, verification, and conclusion[6]. This research is based on the needs and learning potentials of different students, so the researcher wants to examine the concept of a differentiated learning approach based on peer tutoring in Pancasila Education learning. The purpose of this study is to examine differentiated learning based on peer tutoring in Pancasila Education.

3 Discussion

3.1 Constructivism Theory in Differentiated Learning.

Basically, the theory of constructivism emerged from the views of Piaget and Vygotsky. This understanding views that the results of knowledge that are built or constructed through learning activities and the process of building knowledge are carried out continuously. Piaget assumed that in order to understand a theory, an individual must use concepts or something that is already inherent in him [6]. Likewise, Piaget believed that to build a knowledge is inseparable from repeated interactions with the surrounding environment, because it is considered a trigger for the stimulus of cognitive conflict. In the learning process, Vygotsky's constructivist view concludes that there are two different levels of student development in acquiring knowledge. Both forms are described as actual and potential developments that trigger the existence of zone proximal development student[7]. According to Vygotsky, the development of zone proximal development It is greatly influenced by the individual's own abilities and through the help or guidance of others. So, it can be interpreted that to build their knowledge, students also need the involvement of peers. This view of constructivism is very much in line with the application of differentiated learning based on peer tutoring, Because it requires a view to understand and see students' initial knowledge so that they can be given appropriate treatment in the learning process. Learning according to constructivism is always targeted at initial knowledge or prior knowledge students, as well as the ability of social interaction in building their knowledge. In differentiated learning based on Peer Tutoring, initial knowledge is used as an effort to understand students' potential and abilities, while social interaction skills are to see students' readiness to become Peer Tutoring or peer tutors in order to help other students in the learning process.

3.2 Differentiated Learning Based on Peer Tutoring

Differentiated learning is synonymous with Carol Ann Tomlinson's idea. Basically, the concept of differentiation believes that each individual has different growth and development in the learning process. Differentiated learning views that the learning process prepared aims to

meet, serve, and recognize all student needs in the learning process by looking at student readiness or preferences[8]. In fact, in education in Indonesia, the differentiated learning paradigm is very much in line with the philosophical thinking of Ki Hajar Dewantara. He stated that the concept of good learning is learning that does not blame the nature of a person's diversity, so in learning it is not good to homogenize something that cannot be standardized[9]. This means that if students are forced to understand knowledge that is not in accordance with their preferences, the results obtained will also not be optimal. Based on this, teachers in the teaching process must have the principle that to facilitate student learning there is no one method or strategy that is absolute to be used in the classroom. Basically, the differentiated learning process will be able to run effectively if teachers have confidence in implementing it.

In differentiated learning, there are three forms that teachers must ensure so that the learning process is effective, namely the form of differentiation of content or content, process, and product. (a) Differentiating content emphasizes on the material aspect to be studied. (b) Process differentiation is a way of understanding student learning activities by looking at how students can process the ideas and information provided. (c) Product differentiation is the result or evidence of learning outcomes that students have understood from the material that has been given. In essence, differentiated learning is a learning process that prioritizes all aspects of student learning needs. According to Dinita[10], The differentiated learning stages are as follows:

Table 1. Differentiated Learning Stages

Phase	Sub-Process
Planning	➤ Identify learning needs through diagnostic tests.
	➤ Understand student characteristics from learning styles, learning preferences, to comprehension levels.
Implementation	➤ Adjusting the learning process based on the student's learning needs.
	➤ Provides a variety of learning options.
	➤ Customizing learning assessments.
Evaluation	➤ Observe and evaluate the learning process.
	➤ Create a follow-up plan.

In classroom learning, Peer Tutoring It is a fostering or guiding activity carried out by students with a strong understanding to students who have a weak understanding. Through the application of Peer Tutoring will give students the opportunity to learn things as best as possible and make them a source of learning at the same time[11]. Basically, the principle of Peer Tutoring namely the grouping of students with tutors and tutors ready to help other students in the learning process[12]. Likewise, the purpose of its implementation Peer Tutoring In the classroom, of course, it will provide variety in the learning process, the role of the tutor will help achieve learning goals, become a form of enrichment for capable students, and train students to be able to respect others. Advantages of Peer Tutoring It can be understood to help students learn to be more independent, encourage the learning activity of other students, and increase learning activities and achievement[13]. Based on this, it is very clear that the Peer

Tutoring In the classroom, it encourages active participation of students in learning. In another perspective, the advantages of Peer Tutoring It can be described as follows:

- a) Making students more confident and responsible.
- b) Creating a more comfortable learning atmosphere, that students who are initially awkward or afraid during the learning process either ask or answer, become calmer when assisted by peer tutors in understanding and understanding material concepts.
- c) Learning becomes more efficient, because the remaining time can be used by teachers to deepen the material and help students more in the learning process.
- d) The role of tutoring is a good opportunity to practice self-skills and strengthen material concepts.
- e) Build good collaboration between students, peer tutors and teachers in the learning process.

In the learning process, the stages that must be considered in implementing peer tutoring are, as follows:

- a) Identify students to be tutors.
- b) Teachers must give directions to the selected students.
- c) Teachers explain the material in the classroom, as well as understand the competencies that students have.
- d) To find out the level of student understanding, teachers need to convey the material in general as part of equalizing all student perceptions of the material given.
- e) The teacher instructs the peer tutor to carry out his role.
- f) Teachers observe the learning process and provide evaluations of learning activities.

Based on this explanation, it can be understood that differentiated learning and peer tutoring have several stages and procedures that must be understood in the learning process. If it is associated with Pancasila Education learning, the stages of differentiated learning based on peer tutoring can be described as follows:

Table 2. Differentiated Learning Stages Based on Peer Tutoring in Pancasila Education

Phase	Sub-Process
Planning	<ul style="list-style-type: none"> ➤ Teachers determine the topic of Pancasila Education learning materials. ➤ Teachers identify learning needs through diagnostic tests. ➤ Teachers understand student characteristics from learning styles, learning preferences, to the level of student understanding. ➤ Teachers must pay attention to the potential of students who are able to carry out the role of peer tutors. ➤ Teachers must provide understanding to peer tutors so that they do not feel burdened in carrying out their roles.

Implementation	<ul style="list-style-type: none"> ➤ Teachers adjust the learning process based on the learning needs of students and from the results of initial observations. ➤ Teachers provide various learning options that suit the needs and learning potential of students. ➤ Teachers adjust learning assessments to students' learning interests. ➤ Teachers instruct the role of peer tutors in learning in the classroom.
Evaluation	<ul style="list-style-type: none"> ➤ Teachers observe and evaluate the learning process that takes place. ➤ The teacher makes a follow-up plan of the learning process.

In addition, the assessment approach used in differentiated learning based on peer tutoring is the approach of authentic assessment. In general, authentic assessment assesses student learning progress from various processes and methods, and not solely from the results obtained, so that it will be able to provide a comprehensive picture of student competence and understanding. In classroom learning, teachers can adjust assessments in the form of written assessments, deeds, assignments, or portfolios.

4 Conclusion

From this study, it can be concluded that the urgency of differentiated learning based on peer tutoring in Pancasila Education learning is a form to facilitate the needs and learning potential of students in the classroom. The background to the importance of a peer-tutoring-based differentiated learning approach is the learning conditions and the lack of an optimal learning process in accordance with the independent curriculum. Learning that is in accordance with the independent curriculum is a learning process that encourages student learning activity or learning treatment that is adjusted to the potential and characteristics of student learning. In this case, teachers as facilitators can facilitate them by designing processes or assessments that are in accordance with learning needs. However, in its implementation, the learning process implemented has not been able to meet the expected targets, such as the lack of optimal role of teachers in paying attention to students' learning needs or providing assessments that do not accommodate all student potential. Through a differentiated learning approach based on peer tutoring, it is hoped that it can answer the complexity in learning and can encourage students' desire to learn, so that students can learn comfortably to achieve learning targets. In addition, differentiated learning based on peer tutoring is also based on the theory of constructivism, that knowledge can be formed based on abilities that are already inherent in him and can also be supported by the support of more capable people. Therefore, the urgency of the presence of differentiated learning based on peer tutoring is very important to provide opportunities for all students to develop themselves according to their own characteristics.

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