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Applying Differentiated Instruction to Enhance Student Engagement and Learning Outcomes in Integrated Social Studies in Junior High School

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Abstract. *This research is classroom action research that aims to improve the learning outcomes of Integrated Social Sciences through the application of differentiated learning in grade VII students of UPT SMPN Satap Pulo Bembe No. 29 Selayar Islands. The subject of this study is a student of grade VII UPT SMPN Satap Pulo Bembe No. 29 with a total of 12 students consisting of 7 male students and 5 female students. This research was carried out in two cycles, namely cycle I which was carried out 3 meetings (the first and second meetings for the learning process and the third meeting for Integrated Social Studies learning outcome assessment activities) and cycle II was also carried out 3 meetings. The two cycles were carried out for 2 months plus summarizing all existing research results. The results of the study show that the application of differentiated learning has succeeded in significantly improving student learning outcomes. In the first cycle, 50% of students have not reached the completion score, but in the second cycle, the number of students who did not complete the score decreased drastically to only 8%, while the number of students who achieved the completion score increased to 92%. This shows that differentiated learning is effective in overcoming academic gaps between students and improving their achievement of learning outcomes. In addition to improving learning outcomes, differentiated learning has also been proven to be effective in increasing student activity. In the first cycle, the average student activity only reached 68%, showing that even though some students are already active, there are still many who lack participation. After the implementation of a more optimal differentiated learning strategy in cycle II, student activity increased significantly to 87%. This shows that the differentiated learning approach not only helps students in understanding the material, but also increases their engagement in the learning process. The application of differentiated learning in cycle II resulted in a significant increase in learning outcomes and student activity, which shows the success of this strategy in meeting the diverse learning needs of students.*

Keywords *Differentiated Learning, Activeness, Learning Outcomes*

1. INTRODUCTION

Education plays a pivotal role in shaping the quality of human resources within a nation. The quality of education in a country significantly determines its progress and competitiveness across various domains. As Sukmadinata (2019:45) argues, education is a long-term investment aimed at developing an individual's capabilities, knowledge, and character to meet global challenges. In the context of Indonesia, one of the primary challenges lies in providing equitable access to quality education for all students, particularly in remote areas such as the Selayar Islands. At the secondary school level, Integrated Social Studies (IPS) holds a strategic role in molding students into informed individuals who understand social, cultural, and citizenship values. However, in many remote areas, including the UPT SMPN Satap Pulo Bembe No. 29, the learning process in IPS often faces obstacles. These challenges include low student engagement, limited participation in discussions, and an overall lack of motivation in learning, which directly impacts the quality of education.

Active student participation is fundamental to achieving optimal learning outcomes. Santrock (2018:156) emphasizes that student engagement involves physical, emotional, and

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cognitive involvement in learning. Active students tend to have higher academic performance and a deeper connection to the material. Yet, at UPT SMPN Satap Pulo Bembe, the observation of student engagement in Integrated Social Studies shows limited participation. Only 42% of the students performed adequately on the initial assessment, with the remaining 58% falling below the minimum competency criteria (KKM) of 70. This discrepancy highlights the significant gap between students' academic potential and their actual performance, underscoring the need for more effective teaching approaches to address these issues.

Recent studies indicate that differentiated instruction is an effective pedagogical strategy to address the diverse learning needs of students. Tomlinson (2019:33) defines differentiated instruction as an approach that tailors teaching methods to the varied abilities, interests, and learning styles of students. This approach provides room for personalized learning experiences, enabling each student to reach their highest potential. Research has shown that differentiated instruction can significantly enhance student engagement and learning outcomes. Wulandari (2020:89) found that implementing differentiated learning strategies improved student participation by 40% and resulted in a 30% improvement in academic performance when compared to conventional methods.

Despite these promising results, the implementation of differentiated instruction in remote schools such as UPT SMPN Satap Pulo Bembe still faces challenges. Teachers in these areas often lack adequate training and resources to effectively apply innovative teaching strategies. Rahmawati (2021:78) points out that teachers in remote regions face substantial limitations in access to professional development opportunities and teaching materials. Furthermore, the lack of educational facilities, such as technology and quality learning resource, further complicates the effective application of differentiated instruction. These barriers create a significant gap between the potential benefits of differentiated instruction and its practical application in schools with limited resources.

While previous studies have demonstrated the potential of differentiated instruction to improve student engagement and learning outcomes, there remains a gap in applying this strategy in remote areas like the Selayar Islands. The existing literature primarily focuses on urban or well-resourced schools, where the infrastructure and teacher training are more readily available. As Rahmawati (2021:78) indicates, the constraints faced by teachers in remote areas—such as limited access to professional development and inadequate teaching materials—pose significant challenges. Additionally, while differentiated instruction is designed to cater to the diverse learning needs of students, there is a lack of research specifically addressing how this approach can be successfully adapted to the context of rural

and isolated schools like UPT SMPN Satap Pulo Bembe. The gap lies in the application of this method in areas with scarce resources and unique local contexts, such as integrating local cultural values into the curriculum to increase relevance and student interest.

The aim of this research is to explore the application of differentiated instruction as a means to enhance student engagement and learning outcomes in Integrated Social Studies at UPT SMPN Satap Pulo Bembe No. 29, Selayar Islands. This study not only seeks to assess the effectiveness of differentiated instruction but also to provide practical recommendations for teachers on how to design learning experiences tailored to the needs of their students. The novelty of this research lies in its focus on a remote and resource-limited school, where differentiated instruction has not been widely studied. By examining how this approach can be adapted to the local context, this study aims to contribute to the broader discourse on improving education in rural areas. Ultimately, the research is expected to offer valuable insights into how differentiated instruction can bridge the gap between potential and performance, fostering greater engagement and academic success among students in underserved regions.

2. LITERATURE REVIEW

Student Engagement

Student engagement is a crucial element in the learning process, as it influences both cognitive and emotional involvement. Syah (2018:47) defines engagement as the active participation of students across all aspects of learning, including cognitive, affective, and psychomotor domains. Active students are those who engage directly in activities such as asking questions, discussing, and exploring content independently. Trianto (2019:102) expands on this by describing engagement as the process where students take initiative, demonstrate a willingness to solve problems, and actively contribute to discussions. Hamzah B. Uno (2019:56) adds that engagement involves not only mental and physical participation but also the development of creativity, critical thinking, and a sense of responsibility for one's own learning.

Several factors influence student engagement, both personal and environmental. Personal factors include self-confidence, academic ability, and learning independence. According to Uno (2019:58-61), confident students are more likely to participate actively, while those with strong academic skills tend to engage more deeply in information-gathering and problem-solving. Furthermore, independent learners seek additional resources and complete tasks without relying heavily on the teacher. Environmental factors, on the other hand, include teaching methods, media usage, and the learning environment. Hamzah

emphasizes that a conducive learning atmosphere, such as a comfortable and well-lit room, can significantly enhance engagement (2019:58).

Sardiman A.M. (2020:98-101) identifies key indicators of engagement, including participation in class discussions, asking questions, completing assignments, and enthusiasm towards learning. Additionally, Sugiyanto (2018:75-79) highlights that concentration, involvement in practical activities, collaboration with peers, and creativity in problem-solving are essential signs of an engaged student. To increase student engagement, strategies like motivating students, using attractive learning media, creating a conducive environment, and incorporating collaborative learning are recommended (Sardiman, 2020; Rusman, 2018). These strategies help foster an interactive and dynamic learning experience, boosting both engagement and learning outcomes.

Learning Outcomes

Learning outcomes are the abilities possessed by students after engaging in the learning process, covering cognitive, affective, and psychomotor aspects. Sudjana (2018:22) defines learning outcomes as the abilities that students demonstrate following the learning process, which reflect their overall behavioral change. These outcomes are influenced by internal factors, such as motivation and intelligence, as well as external factors, like the learning environment and teaching methods. Purwanto (2019:78) also explains that learning outcomes refer to students' achievements in absorbing the material taught by the teacher, which can be measured through formal evaluations, such as exams, assignments, or portfolios, reflecting the extent to which students have mastered the competencies outlined in the curriculum (MY et al., 2023).

Arikunto (2020:95) asserts that learning outcomes represent the level of competence achieved by students after undergoing the learning process, encompassing intellectual, emotional, and social abilities. Sugiyanto (2018:45) further elaborates that learning outcomes are tangible evidence of learning success, manifested in understanding, skills, and attitudes. These outcomes can be categorized into basic, intermediate, and advanced levels, depending on the complexity of the material and the learning process involved. Suryabrata (2019:102) highlights that learning outcomes are expressed in numerical or descriptive forms, serving as feedback for teachers to evaluate the effectiveness of their teaching methods. According to Trianto (2020:87), learning outcomes are the result of the interaction between teachers and students in the learning process, encompassing not only academic aspects but also character development, such as discipline, responsibility, and honesty.

Trianto (2020:87) categorizes the factors influencing learning outcomes into three main groups: personal (individual) factors, environmental factors, and curriculum factors. Sudjana (2019:115-117) explains that learning outcomes can be measured through three main aspects: cognitive, affective, and psychomotor. Each aspect has the following indicators:

1. Cognitive Aspects (Knowledge) a) Understanding: The ability to comprehend and explain concepts or information in their own words. b) Application: The ability to apply learned concepts to real-life situations or solve specific problems. c) Analysis: The ability to distinguish information, recognize patterns, and identify relationships between components of a problem. d) Evaluation: The ability to assess information based on certain criteria, such as critiquing a theory or evaluating arguments. e) Creation: The ability to create something new based on acquired knowledge, such as writing, producing, or designing a project.
2. Affective Aspects (Attitudes) a) Receiving: The ability to pay attention to or accept information or values. b) Valuing: The demonstration of appreciation for a concept, such as enjoying a subject and actively participating in learning. c) Commitment: The demonstration of commitment to certain values or norms, such as following classroom rules or completing assignments on time.
3. Psychomotor Aspects (Skills) a) Imitation: The ability to mimic actions or movements demonstrated by the teacher, such as conducting a laboratory experiment. b) Manipulation: The ability to perform actions independently by following guidelines, such as using specific tools. c) Precision: The ability to perform tasks with a high degree of accuracy. d) Articulation: The ability to integrate skills in complex or varied situations.

In conclusion, understanding and evaluating learning outcomes through these indicators are essential for both students and educators to gauge the effectiveness of the learning process and identify areas for improvement.

Differentiated Learning

Differentiated learning is a teaching approach that focuses on meeting the diverse needs of students by providing varied learning experiences. Tomlinson (as cited in Suwartiningsih, 2021:82) defines differentiated learning as blending differences to gather information, ideas, and convey what students learn. Essentially, it is about creating a varied classroom environment where opportunities are provided to engage with content, process ideas, and enhance learning outcomes for every student. It involves actively involving all students during the learning process and presenting learning in ways that resonate with their interests and preferences. LMS Module 2.1 PGP (as cited in Suwartiningsih, 2021:82) reinforces this by stating that differentiated learning involves a series of logical decisions made by teachers to cater to

students' needs, such as creating an "engaging" environment, responding to learning needs, and managing a flexible yet structured classroom.

Herwina (as cited in Miqwati et al., 2023:31) elaborates that differentiated learning adapts the teaching process to students' learning needs, recognizing that each student has different learning characteristics and styles. This approach ensures that students are not treated equally but are given individualized support according to their readiness, interests, and profiles.

In conclusion, differentiated learning is a method where teachers adjust the teaching process to accommodate students' readiness, interests, and learning profiles, ensuring a more effective and personalized learning experience.

To fully understand differentiated learning, Tomlinson (as cited in Suwartiningsih, 2021:83) identifies four key characteristics of effective differentiated learning:

1. The concept and principles of learning provide motivation.
2. Continuous assessment of students' readiness and development is integrated into the curriculum.
3. Flexible and consistent grouping of students.
4. Active student exploration under the guidance and direction of the teacher.

Purwanto (2023:19) adds that differentiated learning requires teachers to be more creative, developing students' potential according to their needs, characteristics, and achievement levels. This approach also emphasizes a more effective learning process, allowing for a flexible and individualized educational experience that aligns with the "Merdeka Curriculum" (Independent Curriculum). According to Mukti and Sayekti (as cited in Sopianti, 2022:3), differentiated learning characteristics also focus on the main objectives of the subject matter and organized assessments based on students' readiness and development.

For differentiated literacy learning to be effective, it must take into account the students' initial conditions, rather than merely focusing on what students are expected to achieve. In planning differentiated learning, teachers should deeply understand their students' readiness, interests, and learning profiles to create a varied learning experience that supports their development. Sukendra (as cited in Ilham Farid, 2022:180) explains that differentiated learning strategies involve adjusting lessons to meet students' learning needs, including their interests, profiles, and readiness. Research has shown that when differentiated strategies are applied, student engagement shifts from passive to active, especially in subjects like mathematics. Differentiated learning targets three key aspects: students' learning interests, profiles, and readiness.

1. Learning Interests: A crucial factor for active participation in learning. Teachers should assess students' interests by asking questions or conducting surveys to better tailor lessons.
2. Learning Profiles: These relate to various factors like language, culture, health, and family situations, which influence individual learning styles.
3. Readiness: Refers to students' ability to learn new material. Teachers should adjust tasks based on students' readiness levels, providing challenging tasks for advanced students and additional support for those who need it.

According to Teguh Purnawanto (2023:26-27), recognizing students' learning needs involves observing and gathering data to understand each student's individual learning style. After identifying these needs, students can be grouped based on their abilities or learning needs, and materials can be adapted to meet those needs effectively. Differentiated learning offers numerous benefits, such as accommodating students' diverse needs, maximizing their potential, increasing engagement, promoting collaboration, and deepening their understanding. It also allows for a more personalized learning experience, where students can explore subjects at their own pace and according to their interests. However, it also presents challenges, such as the time-intensive nature of lesson planning, classroom management difficulties, complex assessments, and varying perceptions from students and parents. Nonetheless, with careful planning and adaptation, the advantages of differentiated learning can outweigh these challenges, fostering an effective and engaging learning environment for all students.

3. METHODS

This research employs a Classroom Action Research (CAR) approach conducted at UPT SMPN Satap Pulo Bembe No. 29, Selayar Islands, during the odd semester of the 2024/2025 academic year, from November to December 2024. The study involves 12 seventh-grade students, consisting of 7 males and 5 females. The purpose of this research is to enhance student engagement and learning outcomes through the implementation of differentiated instruction in two cycles. Each cycle consists of three meetings, with the first two meetings focusing on the learning process and the third meeting dedicated to evaluating student engagement and learning outcomes. During the planning phase, the researcher prepares a Differentiated Learning Lesson Plan (RPP), teaching materials, learning media, and instruments for observation and assessment. Differentiated instruction is implemented by grouping students based on their learning needs and providing tasks according to their individual abilities.

Data collection is carried out through observation, documentation, and field notes. The researcher observes student engagement throughout the learning process and records significant developments. These observations are analyzed during the reflection phase to evaluate whether the implemented actions align with the expected goals. The second cycle is carried out based on the reflection results from the first cycle to further improve the learning quality. Data from student learning outcomes are analyzed both qualitatively to describe student engagement and quantitatively to measure learning results based on the scores achieved. The success of this research is measured by the improvement in student engagement and learning outcomes, with a target achievement of the Minimum Mastery Criteria (KKM) of 70 and a learning mastery rate of 80% by the end of the second cycle.

4. RESULTS

Cycle I Research Results

Table 1. Student Engagement Observation Results in Cycle I

No	Observed Aspect	Indicator	Percentage	Result
1	Speaking Engagement	Students actively provide opinions and ask questions about the material discussed in class	71%	68%
2	Social Interaction with Peers	Students actively engage in discussions and collaborate on group tasks	62%	
3	Physical Engagement in Learning Activities	Students show engagement by attending all meetings and participating in group activities	67%	
4	Adherence to Tasks and Responsibilities	Students complete tasks on time and show responsibility for the material	71%	
5	Use of Learning Resources	Students are able to present their learning outcomes	71%	

Source: Primary data (2024)

The table 1 shows the results of student engagement observations in Cycle I, with an overall engagement rate of 68%. Students displayed strong engagement in speaking activities, with 71% involvement in providing opinions and asking questions. They were moderately engaged in social interactions with peers (62%) and physical participation in learning activities (67%). Students also showed good adherence to tasks and responsibilities, maintaining a 71% engagement rate, and effectively used learning resources to present their outcomes (71%). While engagement in speaking, task adherence, and resource utilization were high, social interaction and physical participation indicate areas for further improvement.

Table 2. Integrated Social Studies Test Results for Grade VII Students

Statistic	Value
Subjects	12
Ideal Score	100
Average Score	66
Highest Score	90
Lowest Score	50

Source: Primary data (2024)

Based on Table 2, the test results from Cycle I show that out of 12 students in Grade VII, the highest score was 90, the lowest score was 50, the ideal score was 100, and the average score was 66.

Table 3. Frequency Distribution of Integrated Social Studies Test Scores

Score Range	Frequency	Percentage	Category
0 - 34	0	0%	Very Low
35 - 54	2	17%	Low
55 - 64	4	33%	Medium
65 - 84	5	42%	High
85 - 100	1	8%	Very High
Total	12	100%	

Source: Primary data (2024)

Table 3. shows that, of the 12 students, 0 students scored between 0-34 (Very Low), 2 students scored between 35-54 (Low) at 17%, 4 students scored between 55-64 (Medium) at 33%, 5 students scored between 65-84 (High) at 42%, and 1 student scored between 85-100 (Very High) at 8%.

Table 4. Completion Description for Integrated Social Studies Learning Scores

Category	Frequency	Percentage
Not Completed (0-64)	6	50%
Completed (65-100)	6	50%
Total	12	100%

Source: Primary data (2024)

Table 4. indicates that in Cycle I, 6 students did not meet the learning target (50%) and 6 students did (50%).

Cycle II Research Results

Table 5. Student Engagement Observation Results in Cycle II

No	Observed Aspect	Indicator	Percentage	Result
1	Speaking Engagement	Students actively provide opinions and ask questions during class discussions	88%	87%
2	Social Interaction with Peers	Students actively engage in discussions and collaborate on group tasks	88%	
3	Physical Engagement in Learning Activities	Students show engagement by attending all meetings and participating in group activities	83%	
4	Adherence to Tasks and Responsibilities	Students complete tasks on time and show responsibility for the material	88%	
5	Use of Learning Resources	Students can present their learning outcomes	92%	

Source: Primary data (2024)

The table 5. shows the results of student engagement observations in Cycle II, with an overall engagement rate of 88%. Students demonstrated strong engagement in Speaking Engagement, with 88% involvement in providing opinions and asking questions during class discussions. In Social Interaction with Peers, students actively participated in discussions and collaborated on group tasks, also with an 88% engagement rate. Physical Engagement in Learning Activities showed an engagement rate of 83%, reflecting good attendance and participation in group activities. Adherence to Tasks and Responsibilities was strong, with 88% of students completing tasks on time and showing responsibility for their work. Finally, Use of Learning Resources had the highest engagement rate of 92%, with students effectively presenting their learning outcomes. Overall, Cycle II saw significant improvements in student engagement across all aspects, reflecting a more active and responsible learning environment compared to Cycle I.

Table 6. Integrated Social Studies Test Results for Grade VII Students in Cycle II

Statistic	Value
Subjects	12
Ideal Score	100
Average Score	83
Highest Score	100
Lowest Score	60

Source: Primary data (2024)

Table 6 indicates that, in Cycle II, the highest score reached 100, the lowest score was 60, and the average score was 83, reflecting an improvement from Cycle I.

Table 7. Frequency Distribution of Integrated Social Studies Test Scores in Cycle II

Score Range	Frequency	Percentage	Category
0 - 34	0	0%	Very Low
35 - 54	0	0%	Low
55 - 64	1	8%	Medium
65 - 84	6	50%	High
85 - 100	5	42%	Very High
Total	12	100%	

Source: Primary data (2024)

Table 7 shows the improved distribution of test scores in Cycle II. There were no students in the "Very Low" or "Low" categories, and more students scored in the "High" and "Very High" categories.

Table 8. Completion Description for Integrated Social Studies

Learning Scores in Cycle II

Category	Frequency	Percentage
Not Completed (0-64)	1	8%
Completed (65-100)	11	92%
Total	12	100%

Source: Primary data (2024)

Table 8. shows that in Cycle II, only 1 student did not meet the learning target (8%), and 11 students successfully completed the learning (92%).

5. DISCUSSION

This Classroom Action Research (CAR) aims to improve student engagement and learning outcomes in Integrated Social Studies for Grade VII students at UPT SMPN Satap Pulo Bembe No. 29, Kepulauan Selayar, by implementing differentiated learning models. Differentiated learning is an approach that emphasizes adapting teaching strategies to suit the diverse needs, interests, and abilities of students (Tomlinson, 2020). The research was conducted in two cycles using observation and tests as primary instruments to measure student learning outcomes and engagement.

Differentiated learning is a strategy aimed at accommodating individual differences in the learning process. According to research by Indrawati (2021:45), differentiated learning

provides students with the opportunity to learn according to their abilities and needs. This approach allows students with different abilities to gain a better understanding, including in the Integrated Social Studies lessons. According to Supriyadi (2020:78), by applying differentiated learning, teachers can provide more relevant and appropriate learning experiences, thereby improving student outcomes and engagement.

In Cycle I, the implementation of differentiated learning faced several challenges. Based on formative test observations, 6 students did not achieve mastery, with a percentage of 50%, while 6 other students reached mastery with the same percentage (50%). This result indicates that despite the application of differentiated learning, many students struggled to understand the material presented. This is in line with previous studies which showed that the biggest challenge in differentiated learning is understanding the individual needs of students (Suryani, 2020:123).

However, based on the observation of student engagement, there was a significant improvement, though not yet optimal. The average engagement of students in Cycle I was recorded at only 68%, indicating that while students started to engage in the learning process, many were still less active. This may be influenced by the inability of some students to follow the lesson material, which was adjusted to their ability (Mulyadi, 2020:102).

In Cycle II, significant changes occurred in both student learning outcomes and engagement. Based on the data collected, the number of students who did not achieve mastery decreased significantly, with only 1 student not achieving mastery (8%), while 11 other students achieved mastery (92%). This improvement can be explained by the teacher's success in adjusting the learning material to meet the diverse needs and abilities of students, which is the core of differentiated learning (Sudjana, 2020:65).

Student engagement also showed significant improvement in Cycle II, with the average engagement rate reaching 87%. This improvement can be explained by the adjustment of the teaching methods to be more varied and engaging for students, as well as the assignment of tasks that aligned with their abilities and interests (Santoso, 2020:98). This shows that with a more structured approach and the application of more flexible strategies, students are better able to engage actively in the learning process.

The improvement in student learning outcomes and engagement in Cycle II shows that the application of differentiated learning has a positive impact on both aspects. This research aligns with previous findings that differentiated learning can improve student motivation and learning outcomes (Setiawan, 2020:110). By providing learning experiences tailored to each

student's abilities and interests, they become more motivated to learn and better able to understand the material presented.

Based on the results of this study, it can be concluded that the application of differentiated learning in Grade VII at UPT SMPN Satap Pulo Bembe No. 29, Kepulauan Selayar, can improve student engagement and learning outcomes. In Cycle I, despite challenges in addressing the differences in student abilities, significant changes occurred in Cycle II. This indicates that differentiated learning, when implemented correctly, can yield better results. Teachers need to continue developing their skills in applying this strategy to optimize each student's potential.

The implementation of differentiated learning also has implications for improving the quality of education in schools, as learning tailored to student needs can help students with learning difficulties better understand the material. This is in line with the concept of inclusive education, where every student, regardless of their differences, has an equal opportunity to learn and develop (Fathurrahman, 2021:150).

Overall, this study shows that differentiated learning can improve engagement and learning outcomes in Integrated Social Studies for Grade VII students at UPT SMPN Satap Pulo Bembe No. 29, Kepulauan Selayar. The better implementation in Cycle II resulted in a decrease in the number of students who did not achieve mastery and an increase in student engagement during the learning process. This research contributes significantly to the development of teaching practices in schools, especially in the context of more effective Social Studies learning that meets the needs of students.

6. CONCLUSION

This study proves that the implementation of differentiated learning can significantly improve the learning outcomes in Integrated Social Studies for Grade VII students at UPT SMPN Satap Pulo Bembe No. 29, Kepulauan Selayar. In Cycle I, 6 students (50%) did not achieve mastery, indicating that half of the students did not fully understand the material despite the application of differentiated learning. However, in Cycle II, the number of students who did not achieve mastery dropped drastically to just 1 student (8%), while the number of students achieving mastery increased significantly to 11 students (92%). This emphasizes that differentiated learning is not only relevant for addressing academic gaps among students, but also has a significant positive impact on their learning achievements. Furthermore, differentiated learning has proven effective in increasing student engagement during the learning process. In Cycle I, the average student engagement was 68%, showing that although

some students were actively involved in the learning process, many still lacked participation. With more optimal implementation of differentiation strategies in Cycle II, student engagement increased significantly to 87%, indicating that this approach not only helps students understand the material but also boosts their participation and involvement in the learning process.

7. LIMITATION

Despite the promising results, this study has several limitations. First, the research was conducted in a single school, which may limit the generalizability of the findings to other educational settings or regions. Second, the study was focused only on Integrated Social Studies, and the impact of differentiated learning on other subjects was not explored. Additionally, while the study measured learning outcomes and engagement, it did not assess other important aspects such as student motivation, attitudes towards learning, or long-term retention of the material. Future research could address these aspects and explore the implementation of differentiated learning in different educational levels or subjects to gain a more comprehensive understanding of its effectiveness.

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