

ABSTRAK

IMPLEMENTASI PEMBELAJARAN BERDIFERENSIASI PADA MATA PELAJARAN PENDIDIKAN PANCASILA KELAS II DI SALAH SATU SEKOLAH SWASTA YOGYAKARTA

Shinta Madedore Hutagalung
Universitas Sanata Dharma
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Peserta didik kelas II sekolah dasar pada umumnya memiliki tingkat kesiapan belajar, minat, dan gaya belajar yang beragam. Keberagaman tersebut menuntut guru untuk merancang pembelajaran yang mampu merespons kebutuhan setiap peserta didik secara tepat, salah satunya melalui pendekatan pembelajaran berdiferensiasi. Penelitian ini bertujuan mendeskripsikan perencanaan dan pelaksanaan pembelajaran berdiferensiasi, serta mengidentifikasi faktor pendukung dan penghambatnya pada mata pelajaran Pendidikan Pancasila kelas II di salah satu sekolah dasar swasta di Yogyakarta.

Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui wawancara mendalam dengan guru kelas dan kepala sekolah, observasi pembelajaran, serta studi dokumentasi terhadap RPP, LKPD, asesmen diagnostik, penilaian sumatif, dan lembar refleksi peserta didik. Analisis data mengacu pada model interaktif Miles, Huberman, dan Saldaña.

Hasil penelitian menunjukkan bahwa guru merancang pembelajaran dengan terlebih dahulu melaksanakan asesmen diagnostik kognitif dan non-kognitif untuk memetakan kesiapan, minat, dan profil belajar peserta didik. Berdasarkan hasil pemetaan tersebut, guru melaksanakan pembelajaran berdiferensiasi melalui penyesuaian konten, proses, produk, dan lingkungan belajar sesuai kebutuhan masing-masing peserta didik. Faktor pendukung pelaksanaan meliputi komitmen guru dalam menyesuaikan pendekatan mengajar serta dukungan sekolah melalui supervisi klinis, *workshop*, dan forum komunitas belajar profesional. Faktor penghambat mencakup tingginya beban waktu penyusunan perangkat pembelajaran, tantangan pengelolaan kelas, penilaian produk yang beragam, keterbatasan ruang fisik, dan beban administratif penyusunan RPP.

Kata kunci: pembelajaran berdiferensiasi, Pendidikan Pancasila, kelas II SD

ABSTRACT

***IMPLEMENTATION OF DIFFERENTIATED
LEARNING IN PANCASILA EDUCATION SUBJECT
FOR GRADE II AT A PRIVATE SCHOOL IN
YOGYAKARTA***

Shinta Madedore Hutagalung
Sanata Dharma University
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Grade II elementary school students generally have varying levels of learning readiness, interests, and learning styles. This diversity requires teachers to design instruction that can appropriately respond to each student's individual needs, one approach being differentiated learning. This study aims to describe the planning and implementation of differentiated learning, as well as to identify its supporting and inhibiting factors in Pancasila Education subject for Grade II at a private elementary school in Yogyakarta.

This research employed a qualitative descriptive approach. Data were collected through in-depth interviews with the classroom teacher and school principal, classroom observations, and document studies covering lesson plans, student worksheets, diagnostic assessments, summative assessments, and student reflection sheets. Data analysis followed the interactive model of Miles, Huberman, and Saldana.

The findings indicate that the teacher designed instruction by first conducting cognitive and non-cognitive diagnostic assessments to map students' readiness, interests, and learning profiles. Based on those results, the teacher implemented differentiated learning through adjustments in content, process, product, and learning environment according to each student's needs. Supporting factors included the teacher's commitment to adapting instructional approaches and school support through clinical supervision, workshops, and professional learning community forums. Inhibiting factors comprised high preparation time demands, classroom management challenges, assessment of diverse products, limited physical space, and administrative burdens in lesson plan development.

Keywords: Pancasila Education, Problem-Based Learning, self-reliance values, elementary school.