

Implementation of Product Differentiation Strategy in Social Studies Lessons on Economic Activities for Fourth Grade Students at MI Miftahul Athfal Kebarongan

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ABSTRACT

Differentiated learning recognizes that each student is unique and requires flexible learning strategies to achieve their full potential. This study explains how teachers implement product differentiation strategies in social studies learning through economic activities in fourth grade. Teachers use product differentiation strategies to provide students with opportunities to tailor learning products to their interests, learning styles, and learning profiles. The study used descriptive qualitative methods with data collection techniques such as observation of learning activities, interviews with teachers and students, and document analysis. The results showed that the implementation of product differentiation learning provided space for students to express their understanding through selected tasks, namely summary tables, posters, or stories about production, distribution, and consumption activities. This learning received a good enthusiastic response from students, as seen from the products created by the students. However, in implementing the product differentiation strategy, teachers experienced limitations in projector and computer facilities, requiring teachers to facilitate product differentiation without the use of digital technology. Students were directed to manually create tables, posters, or simple stories about the concepts of production, consumption, and distribution. This condition shows that limited resources are not a barrier for teachers to implement the product differentiation strategy.



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1. Introduction

Social Science (IPS) as a subject has a role in shaping students as citizens who have knowledge, skills, and attitudes and character according to the values of the Indonesian nation so that they are able to solve personal and social problems and contribute to various community activities to become good citizens. Then there are three main aspects of social studies learning, namely 1) the ability to think; 2) values and Ethics in themselves; and 3) responsibility and social attitudes (Susanti & Endayani, 2018). At the basic education level, social studies can be a foothold for students to develop themselves towards these three aspects in the midst of an ever-evolving community life (Azis et al., 2021).

Social studies learning materials consist of social science clumps that are close

to students so that active, contextual, and student-centered learning is needed. This is because the material of sociology, economics, geography, and history is not only theoretical material that requires student activity by linking student life in learning. Teachers can provide students with projects, observation activities, games, discussions, or other activities to engage students directly in the learning process. Student activities will make students active in learning so that learning is more meaningful and deep (Nazar & Rini, 2024).

In the Independent curriculum, IPS is integrated with science into a single unit of science subjects. However, in this study focused on sub-material IPS. One of the important materials in social studies class IV is economic activity, including production, distribution, and consumption activities. This material is relevant to the daily lives of students because it is directly related to economic activities that are often found in the neighborhood, such as buying and selling activities in school canteens. However, in practice, the mindset of students who are awakened about learning social studies is rote, not applicative material. In addition, the teacher's dominating role during learning resulted in passive students.

In the independent curriculum, the implementation of learning emphasizes the teacher to understand the needs of students. Students as individuals have different interests, learning profiles/styles, and learning readiness (Tomlinson, 2001). According to (Fitriyah & Bisri, 2023) each student also has a learning style (auditory learning style, visual learning style, kinesthetic learning style), learning speed (fast, medium, low), academic ability (high, medium, low), learning orientation (mastery, performance approach, performance avoidance), motivation (high, medium, low), self-efficacy (high, medium, low), interest (interest in certain subjects, such as mathematics, Indonesian, science, social studies, history, or other) personality (introverted or extroverted), and socioeconomic status/SSE (see high or low) are different. The difference is a diversity that should be facilitated. This encourages the government to encourage every teacher to use learning strategies that can meet the diversity of student needs, namely differentiation strategies.

Differentiation strategy is a learning strategy introduced by (Tomlinson, 2001) to meet the needs of diverse students. Differentiation strategy is a learning strategy that is carried out by taking into account the interests, profile / learning style, and readiness of students with elements of differentiation in the form of content, processes, products, and learning environments (Tomlinson, 2001). These elements can be selected one or all integrated in the implementation of differentiated learning. Content elements are materials that will be delivered to students tailored to student readiness. The process element is a way of learning presented by the teacher, it can be a variety of learning methods. Meanwhile, the product element is related to the final project that students work on according to their interests and learning style.

Finally, the learning environment element is the teacher's effort in creating a learning atmosphere that supports student needs. If these elements are considered, then learning based on student needs can be fulfilled.

MI Tarbiyatul Athfal is a private MI located in the Kemranjen District of Banyumas Regency that seeks to implement an independent curriculum and differentiation strategy. The application of product differentiation strategies in social studies learning in fourth grade is one of the efforts of teachers in creating an inclusive, active, and empowering learning environment for students. The fourth grade teacher gives students the freedom to express their understanding of economic activities in accordance with their interests, learning profile/style, and student readiness. This product differentiation strategy is expected to improve student motivation, activeness, and learning outcomes.

However, the implementation of product differentiation strategies is certainly not free from various challenges. Teachers need to have an understanding of the concept, competence, experience, and accuracy in order to align the interests, profile/learning style, and readiness of students with different products as a differentiation strategy can be implemented properly. Teachers need to master the initial assessment or diagnostics to determine the interests, profiles / learning styles, and readiness of students so that different products can be instructed according to student needs (Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Nomor 12 Tahun 2024 Tentang Kurikulum Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah, 2024).

Some researchers say that the implementation of differentiated learning has a positive effect on learning. According to (Fauzia & Ramadan, 2023), the implementation of differentiated learning is feasible to facilitate the diversity of students in the classroom despite the obstacles experienced. In the meantime, (Kusumaningpuri, 2024), mention the implementation of differentiation learning in social studies subjects can run optimally and effectively. Differentiated learning has a positive influence on the achievement of learning objectives (Fauziyah & Rofiki, 2024). Based on the description, differentiated learning has a good impact during learning. However, there are gaps that have not been discussed regarding the implementation of specific differentiated learning, one of which is product differentiation. This study describes more specifically the implementation of social studies learning using product differentiation strategies in economic materials in Class IV.

2. Methods

This study is a descriptive qualitative research with the type of case study

research. Qualitative descriptive research aims to describe in depth the phenomenon through observation, interaction, and experience of participants based on data in the field (Sugiyono, 2016). This study was conducted to describe the application of social studies learning on economic activity materials with product differentiation strategies in Class IV MI Tarbiyatul Athfal Kebarongan Banyumas in the second semester of the 2024-2025 academic year. The study was conducted on 29 students. The focus of differentiation taken is product differentiation tailored to the learning styles, interests, and learning profiles of students to improve the quality of learning and answer the diversity of students. Data collection techniques used in the form of observation, interviews, and documentation. Observation Data taken after observing the learning process and pay attention to student interaction in working on learning products. Interviews were conducted to fourth grade teachers, principals, and students regarding the planning, implementation, and evaluation of learning. Documentation in the form of lesson plans and student work is used to complete the main data. Then, the researchers conducted data analysis according to Miles and Huberman theory, including data reduction, data display, and conclusion drawing (Sugiyono, 2016). The next stage is the triangulation of data to ensure the validity and validity of the research data to produce conclusions that can be ascertained the truth.

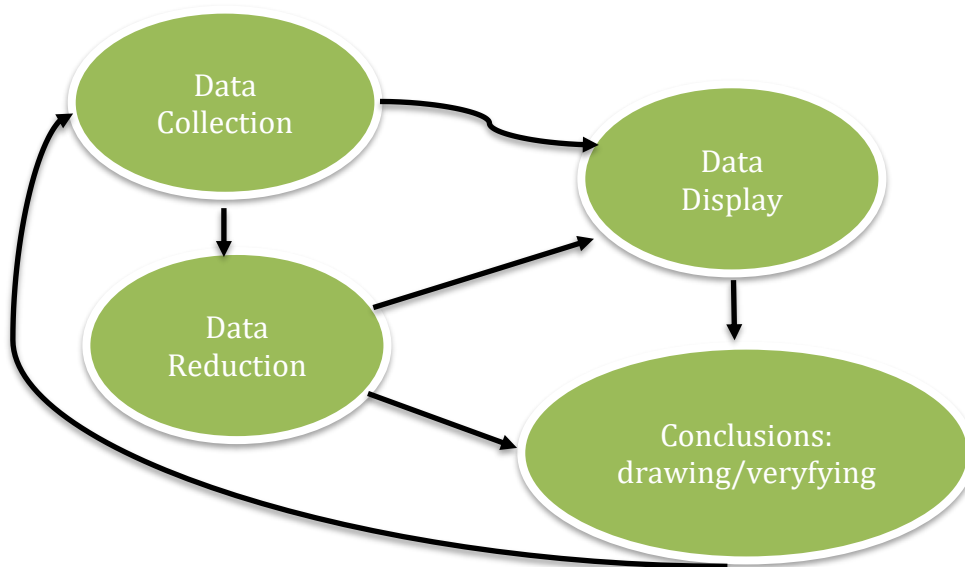


Figure 1. Components of data analysis

3. Literature Review

Differentiation Learning Strategy

Differentiation strategy is a learning strategy using a differentiation approach that emphasizes the learning needs of students in the midst of the diversity of existing characteristics (Tomlinson, 2001; Humam & Hanif, 2025). According to Howard Gardner and Robert Sternberg, each individual has different intelligence capacities that affect the way each individual learns. For example, a person who is

more dominant in kinesthetic abilities will more quickly perceive knowledge through practice and movement during learning (Ujiyanti & Hanif, 2025; Izadi & Hanif, 2025). Thus, the differentiation approach is a learning approach to facilitate student diversity as a form of recognition that individuals are born with their own advantages (Tomlinson, 2001; Cholish & Hanif, 2025; Aliyah & Hanif, 2025).

The diversity of students in the classroom can be seen from three aspects, namely interest, readiness to learn, and learning profile (Naibaho, 2023; Humam & Hanif, 2025). The interest aspect can be understood as the student's interest or liking in something that promotes the achievement of learning objectives (Humam & Hanif, 2025; Hanif & Junaidi, 2025). Aspects of learning readiness relate to the extent to which the knowledge and skills abilities of students support the achievement of learning objectives (Ujiyanti & Hanif, 2025; Rahayuningsih & Hanif, 2024). Whereas learning profiles are related to intelligence preferences, learning styles, gender, and culture (Hanif, 2025; Izadi & Hanif, 2025). These aspects encourage the formation of diversity and become the basis of reference for differentiated learning (Cholish & Hanif, 2025; Aliyah & Hanif, 2025).

Differentiation learning is divided into differentiation of content, process, environment, and/or product in learning (Tomlinson, 2001; Humam & Hanif, 2025). First, content differentiation is differentiated learning that focuses on adjusting the material that students learn (Setyaningrum & Hanif, 2025). Second, process differentiation focuses on activities and the way students process data, information, and ideas acquired during learning activities (Humam & Hanif, 2025; Ardani & Hanif, 2025). Third, the differentiation of the learning environment is related to the classroom climate that is formed, including atmosphere, feelings, students' conditions, and learning facilities provided to students (Aliyah & Hanif, 2025; Rofiqoh & Hanif, 2025). Fourth, product differentiation is differentiated learning that gives students the opportunity to express their knowledge through a variety of different learning products (Ujiyanti & Hanif, 2025; Hanif, 2025). Teachers can implement all four differentiations in one material or only one of them according to the characteristics of the material, as well as the needs and abilities of the teacher (Mahmudah & Hanif, 2025; Humam & Hanif, 2025).

Product differentiation learning is carried out based on the student's learning profile (Hanif, 2025; Ujiyanti & Hanif, 2025). Before determining the appropriate product differentiation, teachers will explore the student's learning profile through the process of observation, interaction, and cognitive and non-cognitive diagnostic assessment (Humam & Hanif, 2025; Rahayuningsih & Hanif, 2024). In the learning profile, teachers can see the interests and learning styles of students so that learning products can match the characteristics of students (Hanif & Junaidi, 2025; Izadi & Hanif, 2025). After determining the learning product, the teacher can plan different

learning processes (Setyaningrum & Hanif, 2025; Mahmudah & Hanif, 2025).

The differentiation learning process is carried out by taking into account the learning centers formed by teachers (Humam & Hanif, 2025; Setyaningrum & Hanif, 2025). Learning centers (learning centers) are special learning areas that provide specific learning processes in accordance with the readiness, interests, and learning profiles of students in a class or group (Ujiyanti & Hanif, 2025; Hanif, 2025). Learning centers aim to design learning activities as an effort to deal with student heterogeneity so that learning becomes more adaptive (Muzammil & Izzah, 2025; Aliyah & Hanif, 2025). In this study, teachers created three learning centers for kinesthetic, audiovisual, and visual students (Izadi & Hanif, 2025; Humam & Hanif, 2025).

Social Studies Learning in Elementary School / Islamic Elementary School

Social studies is a science that teaches about social sciences and humanities. Social studies discuss the sciences of anthropology, archaeology, economics, geography, sociology, history, law, philosophy, political science, and psychology (Hanif, 2025; Humam & Hanif, 2025). According to Febriani (2021), social studies is a blend of theory and practice of social sciences developed according to a certain level of education. Meanwhile, according to Soemantri, social studies as a subject is interpreted as a simplification of the social sciences so that it can be understood by students at a certain level and aligned with educational goals (Febriani, 2021; Setyaningrum & Hanif, 2025). Therefore, social studies learning at the elementary school level focuses on studying the basic social sciences as a provision for students to establish interpersonal relationships and develop the ability to be part of society both theoretically and practically (Aliyah & Hanif, 2025; Hanif & Junaidi, 2025).

The fundamental social studies learning objective of the National Council for the Social Studies (NCSS) is to develop the individual's ability to boldly take part as a good citizen through his contributions and decisions in the midst of a culturally diverse, democratic, and interdependent society (Musyarofah et al., 2021; Hanif, 2025; Aliyah & Hanif, 2025). Social studies learning serves as a door for students to understand the social values and practices of community life (Humam & Hanif, 2025; Setyaningrum & Hanif, 2025). Students are taught the skills of thinking, acting, caring, tolerance, and social awareness as a form of good citizenship (Hanif & Junaidi, 2025; Izadi & Hanif, 2025). Therefore, this learning is inseparable from the economic sphere as part of students' social realities (Hanif, 2025; Mahmudah & Hanif, 2025).

Economic Activity

Economic activity is an effort to improve the power and standard of living of the community (Undari & Lubis, 2021; Hanif, 2025; Aliyah & Hanif, 2025). Economic activity can also be interpreted as an individual effort to meet the needs of life through production, distribution, and consumption (Setyaningrum & Hanif, 2025; Humam & Hanif, 2025). First, production is the activity of making or creating a good or service (Hanif, 2025). Second, distribution is the activity of distributing goods or

services to consumers (Mahmudah & Hanif, 2025). Third, consumption is the activity of using or consuming goods or services made by producers (Hanif & Junaidi, 2025). Therefore, economic activity is synonymous with three activities, namely production, distribution, and consumption activities (Setyaningrum & Hanif, 2025; Aliyah & Hanif, 2025).

Economic material in social studies learning serves as a means of preparing students for social and economic life by understanding economic concepts and practices in society (Hanif, 2025; Setyaningrum & Hanif, 2025). Students are introduced to the role of economic actors and economic activities so that they understand that there is a close relationship between economic actors and that individuals depend on each other (Aliyah & Hanif, 2025; Mahmudah & Hanif, 2025). Every decision made by students will have an impact on the social environment and the surrounding environment (Hanif & Junaidi, 2025; Humam & Hanif, 2025). Social values become important to be noticed and applied in life (Hanif, 2025; Izadi & Hanif, 2025). Therefore, this material provides initial knowledge of social and economic life regarding how to play an active role in society, an attitude of responsibility, and the courage to make decisions as provisions for the future lives of students (Aliyah & Hanif, 2025; Setyaningrum & Hanif, 2025).

4. Results and Discussion

Differentiation strategies are applied in social studies learning based on the teacher's awareness that each student has their own learning needs. The fourth grade teacher at MI Miftahul Athfal implemented a product differentiation strategy to give students the opportunity to demonstrate an understanding of economic activity materials in various forms of learning products according to students' interests, learning styles, and readiness levels. This discussion will contain planning, implementation, evaluation, and challenges faced during the implementation of differentiation strategies.

Social Studies Lesson Plan with Product Differentiation Strategy

Social studies learning using product differentiation strategies begins with the planning stage. This stage begins with a diagnostic assessment. Diagnostic assessment is an initial assessment to determine the characteristics of students so that teachers know for sure the profile of students, interests, motivation, and readiness of students to follow the lesson. According to (Sufyadi et al., 2021), diagnostic assessments are used to identify students' competencies, weaknesses, and strengths. Diagnostic assessment results used by teachers to determine learning strategies that match the characteristics of students. In the implementation of this learning, teachers use non-cognitive diagnostic assessment to determine aspects of student psychology both interest, motivation, and student learning style. While Cognitive Assessment is not used because the teacher has had the results of cognitive value analysis and

students' initial understanding of the economic material so that it is sufficient to continue learning on the topic of economic activity.

Non-cognitive diagnostic assessment is carried out to students at a meeting prior to the implementation of learning materials on economic activities. In this lesson, teachers use storytelling methods and question and answer strategies to determine the interests, learning styles, and motivation of students. The results of the diagnostic assessment showed that most students were more interested in learning if there were group projects and learning outside the classroom. In terms of motivation, almost all students from 29 students feel motivated if they get an award. Furthermore, the results of the diagnostic assessment showed that 41.37% of students had an audiovisual learning style. The results of the diagnostic assessment of learning styles can be understood through the following table:

Chart 1. Student Diagnostic Assessment Results

Learning Style	Number Of Students
Visual	8 Students
Audiovisual	12 Students
Kinesthetic	9 Students
Total	29 Students

Based on the results of the diagnostic assessment analysis above, teachers use it as a reference to compile teaching modules. When formulating learning objectives (TP) adapted from learning outcomes (CP), teachers accommodate the results of diagnostic assessments with a diversity of students in terms of learning styles, including visual, auditory, and kinesthetic learning styles. It is used to design variations of the learning process and choose Learning media. Teachers determine to use product differentiation strategies to demonstrate the diversity of student learning styles can be overcome. According to (Tomlinson, 2001) the application of differentiation learning can provide the rights of students as unique individuals because they have different characteristics including learning styles.

The results of diagnostic assessment in addition to being the basis of teachers in determining learning activities and evaluation can also be a consideration of scaffolding in learning. Assessment results assist teachers in mapping the potential and learning needs of each student (E. Kurniati, 2025) Scaffolding is a learning assistance by someone more expert such as a teacher or peer to help learn something. Scaffolding is defined as the way an adult or "expert" helps someone who is less mature or less expert to complete a certain task which requires skills beyond the person's ability (Wood et al., 1976). This theory is related to The Theory Of The Zone of proximal development (ZPD) belonging (Vygotsky, 1978) that the student can reach his maximum potential with the help of the right scaffolding. Thus, teachers

can maximize the results of the assessment to really create inclusive learning for the diversity of students in the process of planning differentiation strategy learning. Teachers can divide groups according to the scaffolding needs of students. Scaffolding can be done in the form of direction, task adjustment, or providing stimulation that suits the learning style (visual, audiovisual, or kinesthetic). Teacher assistance is provided gradually with the principle of differentiation so that the expectation can be adaptive, supportive, and more empowering for students.

Chart 2. Product differentiation learning plan

Aspect	Description
Learning Objectives	Explain the flow of economic activities in the buying and selling activities
Learning Style	Visual, audiovisual, kinesthetic
Groups	Students were divided into 5 heterogeneous groups
Product Differentiation	Students can choose a task that they want to complete with their group of friends, that is, create an information table, make a poster, or write a story.
Evaluation	According to the results of group work (affective, psychomotor, and cognitive)

Based on the table above, learning planning is adjusted between learning objectives and product differentiation that will be made by students. Product differentiation is made based on the skills that teachers want to highlight in students according to student learning styles. Teachers form heterogeneous groups because the results of diagnostic assessments are used as a reference for learning variations and media selection, not grouping students. Heterogeneous groups were chosen as a learning effort so that students can get used to real conditions in the work and social environment (A. Kurniati, 2024).

Other learning plans that are no less important are learning resources, media, student worksheets (LKS), and evaluation. Learning resources are everything that is used to facilitate learning activities. Teachers plan student learning resources on economic materials are canteens and videos about economic activities. PPT Media and projectors contribute to planning considerations when using them. Then, students are given a specially designed worksheet by the teacher, and a formative evaluation is carried out at the end of the learning session. However, this planning can be carried out because of the support of the principal and all school stakeholders.

The Role of The Principal and The Environment Around the School

The implementation of social studies learning based on differentiation strategies can not be separated from the role of the principal. The encouragement from the principal MI Miftahul Athfal Kebarongan for teachers is the foundation of the initial courage for teachers to apply it. This application is the beginning of independent curriculum

implementation practices when the recommended learning approach is to differentiate. So that the planning and practice of learning is relatively simple because it is the beginning of the implementation of the curriculum with a differentiation approach. This is supported by students through positive responses regarding the diversity of tasks that can be chosen freely. Students convey through interviews that the diversity of products produced after learning in accordance with their preferences. This motivates students to be more enthusiastic in following the lesson.

The innovation space provided by the principal to teachers and students is a form of effort to improve school quality. This is in line with the theory of Educational Management which states that the leadership of the principal has a significant influence on the quality of the learning process and student outcomes (Suryana & Iskandar, 2022). The principal's permission is realized in the form of the school environment, both the physical school, infrastructure, and people around the school. This is evidenced by the support of facilities such as adequate hall space for learning outside the classroom during learning, the flexibility of print access, and the school canteen environment that is conducive to learning the direct practice of economic activities for students. With this support, teachers become more confident in implementing differentiation strategies which require adequate planning and infrastructure to create a comfortable learning atmosphere and according to student needs.

Implementing A Product Differentiation Strategy

The implementation of social studies learning using product differentiation strategy begins with the teacher dividing students into three learning centers. Learning centers are learning posts according to learning styles. Learning styles are an integral part of the learning cycle as a person's way of acquiring information (Rambe & Yarni, 2019). In Learning Center 1, students learn to use visual learning media to facilitate students with visual learning styles. Meanwhile, in Learning Center 2, teachers facilitate students with audio learning style and in Learning Center 3, teachers facilitate students with kinesthetic learning style to learn through visits to the canteen with the practice of economic activities. In addition, each Center has different learning tasks and products but still with the same TP.

Each Learning Group consists of a variety of learning styles will take learning in the three learning centers. It aims to continue to develop students' learning abilities in a balanced manner. For example, a student with the initials "A" has a visual learning style, he will follow learning activities in centers 1 to 3 to still facilitate learning according to his needs but also develop his audio and kinesthetic learning skills.

To support a more targeted learning process, each group will be divided into

learning centers that fit their learning style. The learning Media used in each Learning Center is also adapted by the teacher to the child's learning style. To understand more deeply, consider the following table::

Chart 3. Implementing A Product Differentiation Strategy

Learning Center	Learning Style	Groups	Media	Learning Activities
Learning Center 1	Visual, audiovisual	Groups 1-5 take turns entering the learning centers	Learning videos	All students learn through videos that contain economic activities (production, consumption, and distribution along with the perpetrators)
Learning Center 2	Auditory		Teacher's explanation	Students get the opportunity to learn active discussion with the teacher and then hear the teacher's explanation.
Learning Center 3	Kinesthetic		Observation and practice of economic activities in school canteens	Students make visits to school canteens to understand firsthand the activities of production, consumption and distribution

Based on Table 3 above, each Learning Center will provide a different learning process. At sentra 1, teachers facilitate students with audio and audiovisual learning styles. For students with audio learning style can maximize their ability to understand a science of the sound heard. Meanwhile, students with audiovisual learning styles can process knowledge through viewing, observing, and recording

activities from videos played by teachers. In sentra 2, the teacher gives a lighter question to start an active discussion with the students, then explains it. This opportunity becomes a confirmation process of knowledge gained from seeing and hearing learning videos. Meanwhile, in Learning Center 3, teachers give students the opportunity to gain knowledge through practice. Students with kinesthetic learning styles tend to like learning through direct movement (Rambe & Yarni, 2019). According to behavioristic theory, these processes are learning activities due to the impact of the stimulus from the teacher and the response from the student (Rambe & Yarni, 2019). Each learning activity in the center not only facilitates learning activities for a variety of learning styles, but also enriches the learning experience through learning activities that are created. Here is the documentation of the learning process that students go through.



Figure 2. Learning process

The learning centers above, will be passed by heterogeneous learning groups formed by teachers. The heterogeneous group actually has a learning style tendency. This determines the learning product that the student will create.

Chart 4. Product Differentiation Plan

Learning Style	Product Differentiation
Visual	Economic activity Poster
Audiovisual	Short Stories
Kinesthetic	Summary table

Based on the table above, the teacher frees students who are divided into 5 heterogeneous groups to choose tasks according to their interests. Groups that tend to have group members with a visual learning style prefer to do economic activity poster tasks. Likewise, groups that have more audiovisual members choose to work on short stories with the help of drawings provided by the teacher. Meanwhile, groups with members of more kinesthetic learning styles chose the task of creating summary tables. However, in other cases there were groups that chose the task of making posters even though the group members tended to have a kinesthetic learning style. This is influenced by the development of students at the concrete stage

who like real things including image-based tasks. The average fourth grade student aged 10 years is in a concrete operational stage according to Jean Piaget's cognitive theory (Qur'ani et al., 2024). At this stage of development, students are more interested in real things in life in the form of images or objects around tangible ones.

Here are the results of student work in groups:

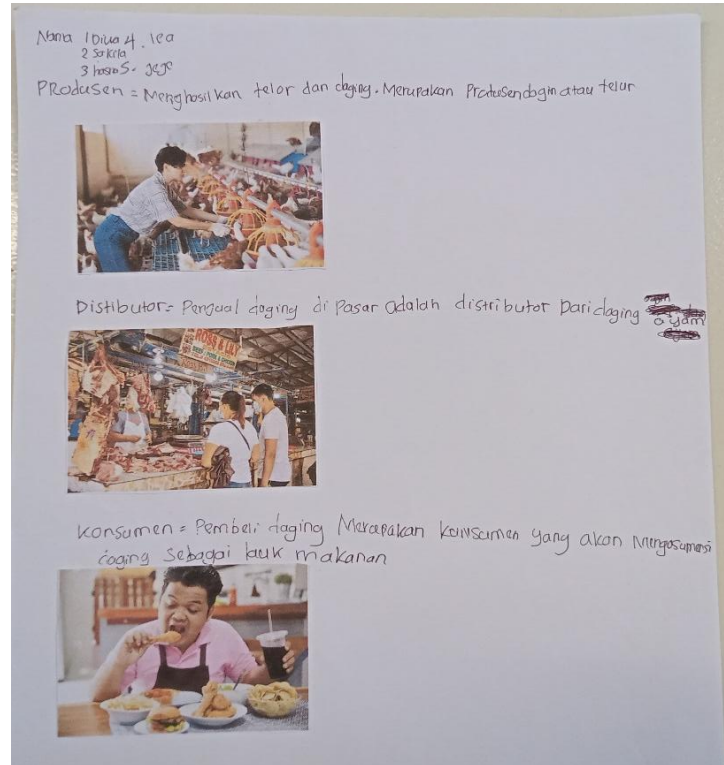


Figure 3. Simple economic activity Poster

Figure 3 shows the work in the form of a simple poster made by students. The results showed that learning has an effect on students' ability to understand differences in economic activities and relate them to everyday life. Students' skills in making poster concepts can train students' creativity (Setiawan et al., 2024). Despite being simple, this task is able to facilitate students who prefer to learn using images.

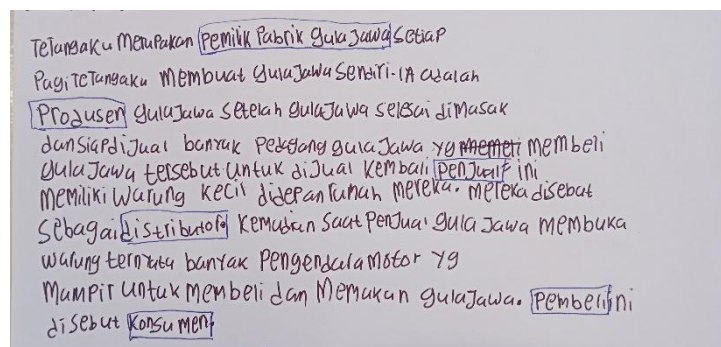


Figure 4 story of economic activity

Figure 4 contains the results of a group of students who chose the task of creating a story. Understanding of students has been associated with life around the school, showing all activities in the Learning Center has brought students to an understanding of the appropriate learning objectives about the flow of economic

activities. To create a story, Students can be sure to understand the basic concepts of the material. Then, develop it in a story according to known economic activities. Teacher Stimulus through videos of economic activities aired and active discussions from teachers encourage students to record more easily through the senses of sight and hearing.

Kegiatan Ekonomi	Pelaku/Subjek	Aktivitas
Produksi	Pabrik	membuat sepatu
Konsumsi	Pemain bola	membeli kacamata bermain bola
Distribusi	Toko sepatu	menjual sepatu

Figure 5. Summary table of economic activity

Figure 5 shows a summary of students' economic activities. This task facilitates students who like learning using movement or kinesthetic learning styles (Rambe & Yarni, 2019). Although simple, the task of making a summary involves the cognitive ability to group data, structure, and deduce information in a concise and structured manner. This task is able to bring students to an understanding according to learning objectives. In addition, the tables created by the students were created in the form of flags as in Figure 5. This proves that the impact of differentiation learning on learning centers based on learning styles has an influence on their creativity. Therefore, the learning of this differentiation strategy can be continued so that its implications become wider.

The student's work is then evaluated according to the product chosen by the student. This evaluation is carried out through formative assessment. Formative assessment is an assessment that is carried out to determine the need for improvement during learning. Formative assessment emphasizes the assessment of the process and does not focus on the final result (Asih et al., 2025). Formative assessment is an opportunity for students to demonstrate their ability to understand learning materials (Rahayu et al., 2025). Teachers use assessment instruments based on cognitive, psychomotor, and affective aspects according to the usual assessment format. The results of the assessment are then used as reflection material to observe changes in student behavior.

The implementation of differentiation learning provides positive changes in

students. First, increase student participation during learning. Participation of students during group activities and learning through learning centers, especially in three centers, namely students make transactions, ask questions directly with the seller in the cafeteria, practice as a seller, and observe snack distributors when delivering to the cafeteria. Second, improve the understanding of the concept of matter. Students are given stimulus through visual, audiovisual, and kinesthetic so that the opportunity to process more knowledge. Behavioristic theory explains that repeated stimuli and responses can bring changes in student behavior or commonly called Learning (Abidin, 2022). Third, increase the motivation and interest of students in social studies. Enthusiastic students during the lesson broke the statement that social studies is a rote lesson.

The three tasks performed by the students showed the success of teachers designing social studies learning with product differentiation strategies. The teacher's understanding of students is obtained through interaction during learning, observation, and non-cognitive diagnostic assessments that help understand the learning needs of each student. Teachers can create differentiated learning according to the principle that learning is tailored to the interests, learning styles, and learning profiles of students (Tomlinson, 2001). The information is contained in the innovation in the existing learning centers on the implementation of learning strategies of differentiation, highlighted through the learning style of students both visual, audiovisual, and kinesthetic. In addition, the teacher's deep understanding of the concept of differentiation learning also affects the success of its application, namely in designing learning centers according to the principles of differentiation. Therefore, the successful learning of the differentiation strategy shows excellence in facilitating the diversity of student abilities.

The advantage of differentiation strategies lies in the flexibility nature of learning. This strategy can facilitate students with low or high ability. Teachers adjust product differentiation and scaffolding according to student needs. Mentoring is given to students who have difficulties and provide challenges for students with high abilities. The implementation of social studies learning with this differentiation strategy has a positive impact on student learning changes in a positive direction. Nevertheless, its implementation still faces challenges during the learning process.

Challenges and solutions in implementing product differentiation strategies

The implementation of differentiated learning has had an impact on the needs of students. However, its implementation still faces a number of challenges. Here are the challenges encountered during the implementation of differentiation strategies in social studies learning.

Chart 5. Challenges and alternatives for teachers

Challenges	Alternatives made
Facilities (limited projector and laptop)	Replacing digital media into conventional media by printing images, using paper, and glue
Time management	Make a detailed schedule for timely execution
Master's in-depth understanding of differentiation strategies	Trying to gradually implement differentiated learning

First, the limited facilities. Teachers experienced constraints on facilities related to projectors and computers. The facility is actually owned by the school but must alternate with other teachers or classes. On several occasions there is an agenda of activities with more important outside parties related to the use of projectors and computers. The school has decided to make a schedule for the use of projectors, but has not been implemented optimally. This limitation does not reduce the enthusiasm of teachers to implement differentiation learning. The teacher decided to change digital media to conventional media by sticking to the principle of differentiation. For example, when students are asked to make a poster, the teacher uses an alternative print image, glue, and give sheets to students to work on it.

Second, the learning time is limited so it has not fully accommodated the needs of students. This learning is only focused on product differentiation so it is not optimal to facilitate diverse students either process or content differentiation. In addition, the teacher maximizes and accustoms students to one differentiation because it includes new strategies applied in the classroom. Teachers also create a detailed schedule to minimize the swelling of the implementation of learning. This time challenge is also related to the teacher's obligation to align the learning needs of students and materials with appropriate learning methods (Kusrini et al., 2025). Third, teachers have not known differentiation strategies for a long time so that their understanding of the practice is not optimal. This makes the teacher apply it gradually. Thus, the challenge is not an obstacle for teachers to apply social studies learning using differentiation strategies at the elementary school level.

5. Conclusion

The results of research and application of social studies learning using differentiation strategies in MI Miftahul Athfal Class IV on economic materials, concluded several things, namely 1) teachers apply differentiation strategies to learning in stages, starting from product differentiation; 2) diagnostic assessments in the form of non-cognitive diagnostic assessments and observations are the basis for teachers to know the interests, learning styles, and student learning; 3) learning challenges experienced in the form of limited projector and computer facilities, time management, and teacher understanding of differentiation strategies. However, the

learning of differentiation strategies is still carried out well proven through the products created by students. For further researchers are expected to implement differentiation strategies in social studies learning by integrating technology to provide learning experiences that match the development of technology.

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