

STRATEGY OF IMPLEMENTING DIFFERENTIATED LEARNING IN THE MATERIAL OF CITIZENS' INDEPENDENCE IN THE COURSE OF PANCASILA AND CITIZENSHIP EDUCATION AT SMP NEGERI 1 SAMARINDA

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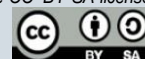
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ABSTRACT

Each student has different potential and learning needs, so the application of differentiated learning is important to create an inclusive and meaningful learning process. The purpose of this study was to determine how the implementation of diagnostic tests at SMP Negeri 1 Samarinda, then to determine the implementation of differentiated learning based on content, process and product in the material of citizen freedom of opinion at SMP Negeri 1 Samarinda. And to analyze the specific strategies used by teachers in implementing differentiated learning on the material of citizen freedom of opinion in PPKn lessons at SMP Negeri 1 Samarinda. The approach used is a mixed method with a sequential explanatory design model, where quantitative data is collected first through diagnostic tests to measure students' learning readiness, then continued with qualitative data collection through observation, in-depth interviews, and documentation to deepen understanding of the learning strategies applied. The results of the diagnostic test showed that 17% of students were in the low readiness category, 35% were moderate, and 48% were high, which became the basis for teachers in implementing differentiated learning. Teachers apply process, content, and product differentiation strategies, which are adjusted to students' readiness and learning profiles. This learning increases active participation, understanding of the material, and democratic attitudes of students.

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INTRODUCTIONS

In the fourth paragraph of the Preamble to the 1945 Constitution, the goal of the Indonesian state is stated to educate the nation. This goal emphasizes the state's commitment to providing equitable and quality education for all Indonesian people. The Ministry of Education and Culture is currently initiating the Merdeka curriculum. The Ministry of Education and Culture has developed the Merdeka Curriculum as a step to provide freedom and flexibility in the teaching and learning process in Indonesia (Yani, 2023). This curriculum aims to encourage creativity, independence, and innovation in education, so that students can develop their potential optimally. With the implementation of the Merdeka Curriculum, school principals and teachers have the freedom to prepare

learning materials that are in accordance with the needs and interests of students, as well as local environmental conditions according to their capacity.

Nadiem Makarim developed the concept of Merdeka Belajar (Independent Learning), which is rooted in the educational philosophy of Ki Hajar Dewantara, the father of Indonesian education. This concept emphasizes that the essence of education is to humanize individuals, addressing both physical aspects such as poverty and ignorance and spiritual aspects, including freedom of thought, dignity, and a democratic mindset. Education, therefore, must align with the nature of learners and the demands of the times, forming a learning environment that integrates humanitarian values and socio-cultural contexts (Muzakki, 2021). Independent Learning is one of the policies of the Ministry of Education, Culture, Research and Technology which aims to provide quality education to all future generations of the Indonesian nation. This is evidenced by the high participation rate of educational units at all levels, excellent quality and learning outcomes, and equal distribution of education geographically and socio-economically.

The Merdeka Belajar policy, initiated by the Ministry of Education, Culture, Research, and Technology, aims to provide equitable and high-quality education across Indonesia. Characterized by its flexible and adaptive approach, this curriculum supports the development of lifelong learners. In this context, schools are encouraged to provide learning experiences that accommodate students' individual growth potential, echoing Ki Hajar Dewantara's "among" philosophy, which positions educators as facilitators and mentors. (Marlina *et al.*, 2023). In the context of Pancasila and Citizenship Education (PPKn), it contains the values of the Pancasila principles that are implemented in society as guidelines for behavior in order to become intelligent citizens, therefore the application of differentiated learning strategies is important to ensure that each student can understand the values and principles taught in the subject. character development, numeracy, and 21st century skills known as 6C (character, citizenship, critical thinking, creativity, collaboration, communication) (Rahmat, 2024). This subject occupies a high position in achieving Golden Indonesia because it educates the younger generation about the importance of national values, democracy, and human rights which are the main foundations in building an advanced and civilized nation.

One of the key instructional strategies that embodies the spirit of Merdeka Belajar is differentiated learning. This approach addresses the diverse needs of students in terms of readiness, interests, and learning profiles (Marlina *et al.*, 2023). In the context of Pancasila and Civic Education (PPKn), differentiated instruction is crucial, as it ensures that the core values of Pancasila and democratic citizenship are effectively internalized through student-centered methods that reflect individual characteristics. With lifelong education, learning knows no age limits and can be done anywhere, anytime and by anyone (Alimuddin, 2023). The implementation of the independent curriculum requires schools to give full support to students. Differentiated learning is learning that is in line with the philosophy of Ki Hajar Dewantara who is the father of Indonesian education. According to him, education is a "Among" system which has the meaning of the role of educators as facilitators and guides for students to develop according to their nature. This is very much in line with differentiated learning, where students can develop themselves according to their interests and talents.

PPKn plays a vital role in shaping students' character and moral values, guiding them to become responsible and democratic citizens. Topics such as freedom of expression are not only conceptual but also demand critical thinking skills and the ability to express opinions wisely. However, challenges remain in the classroom, including students' passivity, lack of confidence, and limited understanding of the true essence of freedom of speech. These issues are often linked to teaching methods that fail to engage students or respond to their diverse learning needs..

However, in reality, the PPKn learning process in schools still faces various challenges. Many students tend to be passive in expressing their opinions, lack self-confidence, or are limited in understanding the concept of true freedom of opinion. Often the teaching methods used are not in accordance with the individual needs of students, so they are less able to attract interest and improve their understanding. The variety of abilities, interests, and learning styles of students requires a learning approach that can meet the needs of each individual. In this

case, the role of differentiated learning strategies becomes relevant.

Differentiated learning provides a solution by allowing educators to tailor content, processes, and learning products to suit individual student profiles (Carol et al., n.d.). Through this approach, students are offered more meaningful and personalized learning experiences, which in turn foster deeper understanding, increased engagement, and the development of critical thinking skills (Ioanna, 2023). Thus, PPKn becomes not merely a subject for value transmission, but a transformative space where students are empowered to become active and thoughtful participants in civic life.

This research was conducted at SMP Negeri 1 Samarinda, it is known that SMP Negeri 1 Samarinda is a driving school that has implemented the Independent Curriculum. I found the fact that in the implementation of the Independent Curriculum, differentiated learning is prioritized. In grade IX, learning styles are grouped into three, namely auditory, visual and kinesthetic.

Problems in differentiated learning can be shown by the diversity of learning styles possessed by students (Haris & Suyitno, 2025). There are still many teachers who treat students fairly in the learning process with the reason that there is no jealousy between students. In reality, at SMP Negeri 1 Samarinda based on initial interviews with grade IX students, it is known that each student likes different teaching materials, different forms of learning and different presentation of assignments. There are students who like group methods when studying because they can discuss with their peers to solve problems and gain new insights. On the other hand, in the formation of group assignments there are problems when there are members who do not participate in the group.

However, the challenges faced in PPKn learning are the differences in abilities, interests, and learning styles among students. Therefore, effective strategies are needed to accommodate these differences and ensure that all students can achieve optimal learning outcomes. Differentiated learning can involve various techniques, such as compiling varied assignments, using various teaching methods, and adjusting learning materials and tempo according to the individual needs of students (Naibaho, 2023).

Through this study, the author wants to understand how differentiated learning strategies are applied in teaching the material of citizen freedom of opinion, the supporting and inhibiting factors that arise, and the impact of its application on student understanding. This study is expected to contribute to teachers and schools in improving PPKn learning methods so that they can foster students who are critical, open, and respect freedom of opinion.

METHOD

This study uses mixed methods with quantitative and qualitative approaches combined in a series of research activities. The quantitative approach is used to analyze data from diagnostic tests given to students before learning takes place, in order to determine the level of initial understanding and map students' learning needs. Meanwhile, the qualitative approach aims to describe in depth the implementation of differentiated learning strategies by teachers, including differentiation of content, process, and product. This approach is in accordance with the opinion of (Creswell & Plano Clark 2018) who stated that mixed methods are effective for understanding complex phenomena from various perspectives.

The study was conducted at SMP Negeri 1 Samarinda, East Kalimantan, for two months in 2025. The research subjects consisted of two PPKn teachers and six grade IX students who were selected using purposive sampling techniques based on the diversity of learning styles, namely auditory, visual, and kinesthetic. Primary data sources were obtained through diagnostic tests, interviews, observations, and documentation. Meanwhile, secondary data sources came from official school documents, books, archives, and relevant scientific literature. This data collection technique is in line with Sugiyono's opinion (2022), which explains that a combination of various data collection techniques can enrich research results and increase data validity.

Data collection was carried out using four main techniques. First, a diagnostic test was conducted before learning to obtain initial data regarding students' understanding of the material on freedom of

expression. Second, observations were conducted to directly observe teacher practices in implementing differentiation strategies in the classroom. Third, in-depth interviews were conducted with teachers and students to explore information regarding experiences and challenges in differentiated learning. Fourth, documentation was used as a complement to qualitative data including field notes, photos, and learning archives. This technique is reinforced by Moleong's opinion (2021) which emphasizes the importance of documentation as supporting data in qualitative research.

Quantitative data analysis was carried out descriptively using simple statistical techniques to group students based on high, medium, and low ability categories. Qualitative data were analyzed using the Miles and Huberman (2019) model which includes the stages of data reduction, data presentation, and drawing conclusions (Harahap, n.d.). The validity of the data was tested through triangulation of sources and methods, by comparing data from various different techniques and sources. This triangulation technique is considered important in qualitative research because it can increase the credibility and reliability of data (Patton, 2020). Thus, the mixed methods approach provides more comprehensive, accurate, and in-depth research results.

RESULT

1. Application of Diagnostic Tests on Freedom of Opinion Material

This study aims to examine the strategy of implementing differentiated learning on freedom of expression material in Pancasila and Citizenship Education (PPKn) subjects at SMP Negeri 1 Samarinda. The data analyzed were obtained through interviews, observations, and documentation of two PPKn teachers and six students, and supplemented with data triangulation to increase the validity of the results.

a. Implementation of Diagnostic Tests on Freedom of Expression Material

1) Implementation of Diagnostic Tests

The implementation of diagnostic tests in PPKn learning is a strategic effort to identify students' initial understanding of the concepts of freedom of expression, human rights, and social and political dynamics in Indonesia. This test is used to determine students' learning readiness and adjust relevant learning methods.

The first teacher (MH) said that he implemented a diagnostic test before starting learning to evaluate students' basic understanding. The types of questions used include multiple choice, short answers, and true-false questions. In addition, direct observation and rubric-based assessment were carried out to obtain objective and comprehensive data. The second teacher (IW) added that she used a multimodal approach in implementing the test, such as oral discussion and digital media, to explore students' understanding comprehensively.

Support for this implementation also came from students, such as PJMM who confirmed that the teacher gave quizzes or short questions as part of the diagnostic process. In addition, the teacher also assessed students' attitudes towards freedom of expression and their critical thinking skills, which provided a comprehensive picture of students' cognitive and affective readiness to participate in learning.

2) The Influence of Diagnostic Tests on Learning

Diagnostic tests play a significant role in helping teachers develop learning strategies that are more adaptive and responsive to students' needs. Test results allow teachers to group students based on their level of understanding and choose appropriate learning approaches. AAK students stated that diagnostic tests helped them find out which parts needed to be studied further, so they could focus on understanding the material. A similar statement was made by PJMM who said that this test functions as a means to repeat material that has been and will be studied. Teacher MH added that the test results are the basis for determining learning methods, such as open discussions or case study analysis, depending on the level of student understanding.

b. Quantitative Data Analysis of Diagnostic Tests

The following are the results of the recapitulation of diagnostic test scores that describe the learning

readiness of class IX A students:

Table 1. Diagnostic Test Results Ix A

No	Nama Peserta Didik	Skor (0-10)	Presentase	Kategori Kesiapan
1.	Afifah Adzra a	9	90%	Tinggi
2.	Alisa Azzahra	5	50%	Rendah
3.	Almaira Bunga	8	80%	Tinggi
4.	Alya Naura	4	40%	Rendah
5.	Anidya Riezka C	6	60%	Sedang
6.	Aqila Dayana	7	70%	Sedang
7.	Ayunda Tabina	4	40%	Rendah
8.	Azham A	7	70%	Sedang
9.	Charisa O	10	100%	Tinggi
10.	Dian Ayu Jelang R	8	80%	Tinggi
11.	Fahleffi Ramadhan	6	60%	Sedang
12.	Farrel Abiyana	10	100%	Tinggi
13.	Ika Indah L	7	70%	Sedang
14.	Jihan Aprilia	8	80%	Tinggi
15.	Luthfi Sahrian	4	40%	Rendah
16.	Masayu Alifah Z	10	100%	Tinggi
17.	M. Adib Fauzan	8	80%	Tinggi
18.	M. alvin	4	40%	Rendah
19.	M. Annaif Husni	8	80%	Tinggi
20.	M. Pradiftha	10	100%	Tinggi
21.	M. Rakha Alfian	5	50%	Sedang
22.	M. Rizki Saparudin	7	70%	Sedang
23.	M. Rizapin	6	60%	Sedang
24.	Nabila Aurel	8	80%	Tinggi
25.	Nur Rizlan	6	60%	Sedang
26.	Putra Dimas Chandra	7	70%	Sedang
27.	Putri Jaya Manis	10	100%	Tinggi
28.	Raffa Al Faraz	9	90%	Tinggi
29.	Rashya Abiya	8	80%	Tinggi
30.	Rizky Eka J	7	70%	Sedang
31.	Vania Lubna M	10	100%	Tinggi

Kategori Kesiapan	Jumlah Siswa	Presentase
Tinggi (80-100%)	15	48%
Sedang (50-79%)	11	35%
Rendah (<50%)	5	17%

From these results, it can be concluded that most students are in the high and medium readiness categories, with the proportion of students in the low category being only 17%. This finding shows a significant difference in the level of student understanding, thus confirming the urgency of implementing differentiated learning.

The application of diagnostic tests in the PPKn learning process on the material on freedom of expression has proven effective in identifying students' initial readiness. This allows teachers to develop more targeted teaching strategies. The diversity of student readiness levels indicates the need for an approach that adapts to individual needs, which is the main principle in differentiated learning.

2. Application of Differentiation of Content, Process, and Product in Freedom of Speech Material

The implementation of differentiated learning in the Freedom of Opinion material is carried out through three main components, namely differentiation of content, process, and product. This strategy is adjusted to the results of diagnostic tests that group students into three categories of learning readiness: high, medium, and low. Based on data recapitulation, as many as 48% of students are classified as high readiness, 35% are in the medium category, and 17% are in the low category.

a) Differentiation of content

Differentiation of content is done by providing teaching materials that vary based on the level of student readiness. Students with high readiness are given in-depth materials such as case studies on freedom of speech in the digital era and comparative analysis between democratic systems in Indonesia and other countries. In contrast, students with low readiness are focused on a basic understanding of the definition of freedom of speech, its scope in the context of the 1945 Constitution, and real examples in everyday life.

Teacher MH stated that:

“I adjust the content of the material to the level of student understanding. For students who already have a high understanding, I encourage them to do in-depth exploration through additional literature and current news. Meanwhile, for students who are still in the low category, I provide visual materials and simple narratives to make them easier to understand.” (Interview, February 10, 2025)

With this approach, teachers can maintain the engagement of all students, both those who need adjustments to basic material and those who are ready to face higher cognitive challenges.



Gambar 1. Differentiation Content

b) Process Differentiation

Process differentiation refers to a variety of learning activities designed to support different ways of learning for students. Based on the results of diagnostic tests, high-skilled students are given activities such as debates, critical group discussions, and presentations. Meanwhile, students in the medium and low-skilled categories are involved in activities such as reading together, mind mapping, filling out simple worksheets, and more structured group assignments.

Teacher IW said:

“In implementing learning, I divide students into groups according to their level of understanding. I facilitate groups that are more prepared to discuss advanced topics, while I accompany other groups more intensively through direct guidance.” (Interview, February 25, 2025)

Thus, each student gains a learning experience that is in line with their level of readiness and learning style.



Gambar. 2 Process Differentiation

c) Product Differentiation

Product differentiation refers to variations in how students demonstrate their understanding of the material they have learned. Students in the high category were given the opportunity to create a short video project or write an analytical essay on the limitations of free speech on social media. Meanwhile, students in the medium and low categories were given alternative tasks such as making a poster, designing a free speech slogan, or answering reflective questions in writing.

As explained by teacher MH:

“I don't measure students' learning outcomes using just one format. I give them the freedom to choose the form of the final product, as long as it still reflects an understanding of the concept of free speech. This is very helpful for those who have superior visual or oral skills.” (Interview, February 10, 2025)

The use of this differentiation strategy is directly based on the results of the initial diagnostic test, which showed that 17% of students had low readiness, 35% medium, and 48% high. Through this data, teachers are able to create learning plans that are not uniform (one-size-fits-all), but flexible and responsive to the needs of each individual. This is in line with the principle of differentiation that places students as active subjects in learning, and emphasizes the importance of fairness in providing educational services, not uniformity.

Thus, differentiated learning on the material of freedom of expression at SMP Negeri 1 Samarinda has proven to be a relevant and effective approach in increasing student participation and understanding as a whole, based on their respective readiness conditions.





Gambar 3. Product Differentiated

3. Learning Implementation Strategy in Citizens' Freedom of Expression Material in PPKn Subject

The learning implementation strategy for the Freedom of Opinion material in the PPKn subject at SMP Negeri 1 Samarinda is designed in a structured, contextual, and adaptive manner to the needs of students. This strategy is based on the results of diagnostic tests and the application of differentiated learning, so that it is able to answer the challenges of heterogeneity in students' readiness and learning styles. Based on interview and observation data, the strategies used by teachers include several approaches, namely :

A) Student Needs Based Strategy

Teachers apply learning strategies based on the results of previously conducted diagnostic tests. The results are used as a basis for dividing students into learning readiness groups: high, medium, and low. Thus, learning materials, methods, and evaluations can be adjusted appropriately.

IW as a PPKn teacher said

"I group students based on their initial test results. This makes it easier for me to adjust the form of learning, both in terms of material and approach, so that each student remains actively involved." (Interview, February 25, 2025)

And this is in line with the confession of a student named VLM who said

"When the teacher groups us into 5 groups, and the groups are made heterogeneously and we have our own tasks in each group. With the grouping when studying, it becomes easier for me to understand the material".

B) Participatory and Contextual Strategies

The learning strategy used also emphasizes active participation of students through a contextual approach. Teachers present current issues related to freedom of speech in Indonesia, such as the use of social media, demonstrations, and public policy. This approach encourages students to think critically and relate the material to the reality they experience.

Mr. MH as a PPKn teacher at SMP Negeri 1 Samarinda stated:

"I deliberately relate the material to real situations that are relevant to students' lives, such as freedom of speech on social media. This makes them more interested and understand the material more deeply." (Interview, February 10, 2025)

One form of activity carried out is case study analysis, open debates, community meeting simulations, and individual reflections, which aim to hone argumentation skills, empathy, and responsibility as citizens.

C) Collaborative and Inclusive Strategy

In implementing learning, teachers also use collaborative strategies to build understanding through interactions between students. Study groups are formed heterogeneously based on their level of readiness, allowing for the transfer of knowledge between students. Students who have high understanding can help other students who are still in the medium or low category.

Teacher IW added:

"I combine heterogeneous group discussions so that students can learn from each other. Usually students who understand better will help their group members, and this builds a sense of

responsibility while strengthening the material.” (Interview, February 25, 2025)

This strategy supports the principle of inclusivity, ensuring that all students are involved and get equal learning opportunities.

D) Project-Based Evaluation Strategy

Learning evaluation is carried out through a project-based approach, which allows students to demonstrate their understanding through various forms of final products, such as freedom of speech campaign videos, educational posters, reflective writing, or group presentations. This strategy not only assesses cognitive aspects, but also affective and psychomotor aspects of students.

PJMM students said:

“We were asked to make a video about the importance of freedom of speech, and I think it's fun because we can learn and be creative at the same time.” (Interview, February 26, 2025)

The learning strategy applied in the Freedom of Opinion material in the PPKn subject at SMP Negeri 1 Samarinda involves a student-centered, needs-based, participatory, contextual, and collaborative approach. This strategy provides space for students to develop a complete understanding, not only through the transfer of information, but also through active and reflective learning experiences. The integration of diagnostic tests, differentiated learning, and implementation strategies makes the learning process more meaningful and relevant to real life

Discussion

1. Diagnostic Tests as a Basis for Differentiated Learning

The first focus in this study is the application of diagnostic tests on the material of citizen freedom of opinion. Diagnostic tests are initial assessment instruments that aim to identify the level of understanding, misconceptions, and learning readiness of students before learning begins. This test is an important part of the differentiated learning approach because the results are the basis for designing learning that suits students' needs.

This is in line with the theory of Constructivism in (Martini et al., 2017) which states that the process of forming individual knowledge is the result of learning activities supported by learning experiences. This theory emphasizes the activeness of students in constructing their understanding of the knowledge they have learned. Teachers apply diagnostic tests in various forms that are adjusted to the characteristics of students

Research findings reveal that the implementation of diagnostic tests before learning can provide initial information regarding the level of student understanding. The results of this test are used by teachers to identify gaps in students' knowledge and learning readiness, which are then used as a basis for determining appropriate learning methods and approaches. This is in line with (Tomlinson's 2014) opinion which states that diagnostic assessments are very important in differentiated learning because they allow teachers to adjust teaching strategies to students' individual needs.

A recapitulation of the results of the diagnostic test shows that 48% of students are in the high readiness category, 35% are moderate, and 17% are low. These data indicate that there is diversity in students' learning readiness that requires a flexible and diverse instructional approach. Therefore, the application of differentiation in learning is very relevant.

2. Differentiation of Content, Process, and Product

Content differentiation is applied by presenting material that is tailored to the level of student understanding. Students in the high readiness category are given more complex challenges such as case studies and policy analysis, while students with low readiness are given basic material with the help of visual media and simple language. This finding is in line with the principle of scaffolding in constructivist learning, where support is provided according to the needs of each student (Vygotsky, 1978).

Process differentiation reflects variations in learning activities based on students' learning styles and abilities. Teachers apply approaches such as group discussions, video analysis, debates, and heterogeneous group work. This strategy shows that teachers have adopted the principle of active learning that places students as the main subjects in the learning process.

Product differentiation can be seen from giving students the freedom to choose the form of final evaluation that suits their potential. Evaluation is not only carried out through written tests, but also through creative projects such as videos, posters, or written reflections. This strengthens the findings of Turville (2011) who stated that product differentiation allows students to demonstrate their competence through various formats according to their respective learning styles.

3. Contextual and Participatory Learning Strategies

The learning strategies applied by teachers are not only individual, but also contextual and participatory. Teachers link the material to current issues such as freedom of speech on social media, demonstrations, and expressing opinions in public spaces. This strategy helps students develop critical thinking, understanding of socio-political dynamics, and fostering awareness of rights and responsibilities as citizens.

In addition, teachers apply collaborative strategies through heterogeneous group work that not only encourage cooperation but also facilitate peer learning. This strategy contributes to increasing learning motivation and building an inclusive learning atmosphere.

4. Implications for PPKn Learning

The application of differentiated learning in the material on freedom of expression has a positive impact on the effectiveness of PPKn learning. Students are more actively involved, conceptual understanding increases, and democratic values can be internalized through reflective and applicable learning activities. This strengthens the view that PPKn is not just a transfer of information, but also a process of character formation and citizenship competency.

5. Limitations and Development Opportunities

Although the strategies implemented by teachers have reflected quite effective differentiated learning practices, there are still challenges such as limited time, large number of students, and the need for ongoing training for teachers in designing more innovative assessment instruments and learning methods. Therefore, systematic support is needed from schools and education offices so that this approach can be implemented sustainably.

CONCLUSION

Based on the results of the research conducted at SMP Negeri 1 Samarinda, it can be concluded that the application of differentiated learning on the Freedom of Opinion material in the PPKn subject has a positive impact on the effectiveness of the learning process and increasing student understanding. The detailed conclusions are as follows:

1. Diagnostic Test as a Basis for Learning Planning

The diagnostic test applied before the learning process has proven effective in identifying students' level of learning readiness. The results show variations in understanding, with 48% of students in the high readiness category, 35% moderate, and 17% low. This information is the basis for teachers in designing targeted and adaptive learning.

2. Implementation of Content, Process, and Product Differentiation

Teachers apply content differentiation by adjusting the material according to the level of student understanding, process differentiation by presenting varied learning activities, and product differentiation through students' freedom in choosing the form of evaluation. This approach allows students to learn actively according to their abilities and learning styles.

3. Responsive, Contextual, and Collaborative Learning Strategy

The learning strategy used reflects a participatory and contextual approach, where teachers relate the material to current issues in students' lives. In addition, collaborative learning through heterogeneous group work also helps improve understanding of democratic concepts and values.

This study shows that the application of differentiated learning in the material of Freedom of Opinion at SMP Negeri 1 Samarinda has a positive impact on student involvement and understanding. Teachers are able to accommodate differences in student characteristics by providing various methods of delivering material, learning activities, and forms of assessment. This encourages students to be more active, critical, and confident in expressing their opinions. Overall, the differentiated learning strategy has proven effective in improving the quality of PPKn learning and is relevant to be applied more widely in junior high school environments. Overall, differentiated learning in the material of Freedom of Opinion is able to create an inclusive and meaningful learning environment. This strategy strengthens the role of teachers as learning facilitators and encourages students to become active subjects in the process of forming citizenship character.

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