

## **ANALYSIS OF THE PAKEM APPROACH THROUGH DIFFERENTIAL LEARNING METHODS IN MOBILE SCHOOLS IN DEVELOPING THE COMPETENCE OF 21st CENTURY SD STUDENTS**

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### **ABSTRACT**

This study aims to find out the learning process using the PAKEM approach through the differentiation learning method in developing the competencies of 21st Century Elementary School students, namely developing 6C skills in the learning process of Mathematics subject in class 1 Al-Ghazali Phase A. Researchers find out the factors that become barriers and supports in applying the differentiation learning method to the learning process in class 1 Al-Ghazali Phase A. This research is a descriptive qualitative research with data collection techniques using interviews, observation, and documentation. The data analysis technique uses the Miles & Huberman analysis technique. The subjects in this study were school principals and class teachers teaching Mathematics in grade 1 Al-Ghazali SDIT Al-Husnayain. Data analysis shows that the PAKEM approach is seen from the learning process. The teacher's efforts in developing 6C skills, a learning approach that encourages student activity. A good teaching module design will produce optimal learning outcomes. Directions of the facilitator of the driving school program in motivating the application of the differentiation learning method in stages. The training organized by the facilitators of the driving school program provides benefits for teachers to be able to innovate and develop empowerment of digital devices as learning media in applying the differentiation learning method.

**Keywords:** PAKEM Approach, Differentiation Learning Method, 6C Skills.

### **INTRODUCTION**

Education is the main stage in the development of human life and as a link to advance knowledge. All education stakeholders, both at the policy, management, and implementing levels, namely teachers, refer to law number 20 of 2003 which states "the growth of students so that they become human beings who believe and fear God Almighty, are competent, have good knowledge, are creative. , independent, and has a democratic spirit and is responsible ". The progress of education is a series of essential matters, because education is a path that makes humans independent so that they are able to develop themselves to be able to face all the changes and problems that exist. As the word of Allah SWT. who gives orders to His creation, namely humans, to always seek, find, and learn knowledge throughout their lives: "So have they never walked the earth, so that their hearts (reasons) can understand, their ears can hear? Actually it is not the eyes that are blind, but what is blind is the heart that is in the chest." (Qs. Al-Hajj: 46).

The creation of education that is of good quality and meaningful to students certainly requires a measurable learning process within the curriculum structure implemented in elementary schools. Schools have a function as a place to support education for students and teachers as facilitators with the competence and creativity possessed by teachers. The PAKEM approach used in the differentiation learning method. Teachers should also need to acquire knowledge in teaching on an ongoing basis, the aim is for teachers to get a variety of the latest variations of teaching guided by a structured Learning Process Design based on the curriculum set in schools.

Al-Husnayain Integrated Islamic Elementary School has the quality of teachers who are efficient in the learning process, learning strategies are mixed into the composition of the Learning Process Plan (RPP). active, creative, effective, and fun atmosphere. Teachers tend to provide material alone, there is no interesting approach for students, so that students' curiosity about a subject is not sparked according to learning which can make the learning atmosphere fun.

Al-Husnayain Integrated Islamic Elementary School is an elementary school with driving school branding which is an A-accredited primary school level education center in the West Bekasi area of Bekasi City, so that the elementary school continues to make efforts to renew, especially from the learning process, in order to achieve current learning activities (up to date). Schools with driving school branding are now required to apply the latest curriculum structure socialized by the Ministry of Education and Culture and Research, Technology and Higher Education, namely the independent learning curriculum by implementing differentiation learning, student-centered learning.

Driving schools are schools that are empowered to run government programs in the field of education. The driving school program is a manifestation of the vision of Indonesian Education in realizing an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila students. The driving school program focuses on expanding student learning outcomes in a holistic manner which includes competence and character, starting with superior human resources (principals and teachers).

In the application of the differentiation learning method the SDIT Al-Husnayain teacher board has challenges to the success of the learning method that is being welcomed by the Ministry of Education and Culture. because in applying this method, the teacher must first observe student learning styles according to the learning needs of each individual student. Using the PAKEM approach can be an appropriate learning approach for the success of student learning activities in class, especially in implementing teaching and learning activities through the differentiation learning method.

SDIT Al-Husnayain's concrete steps in supporting government programs in the education sector are of course being implemented in stages as schools are ready to implement the latest curriculum structure, namely the independent learning curriculum at the elementary school level. The PAKEM approach is one of the learning approaches that can be used in the differentiation learning method, in which the learning process takes place simultaneously according to the content, process, product and learning environment.



**Figure 1. Differentiation Learning Workshop (Fitriani, 2023)**

The initial stage is called the diagnostic assessment stage. With a variety of assessments that can be carried out by teachers, for example through dialogue between teachers and students, small group discussion methods, question and answer sessions, and or other appropriate methods. In continuous learning the teacher designs fun learning concepts so that students feel learning reactions as experiences that bring positive affection. Positive affect in the sense that ongoing learning activities can give a happy impression to students. To support the development of students' abilities and character, the teacher arranges procedures for various unique learning methods to help students explore their abilities, for example learning outside

the classroom (outing class), making projects, solving problems (problem solving), and differentiation learning methods. In the second stage, the teacher trains his personal and social skills as a source of inspiration for students. Learning that has a bond between students and their environment and involves parents and the community as partners (Fitriani, 2023).

Differentiated learning socialized by the Ministry of Education and Culture provides an updated learning concept with different nuances in the classroom to teachers as educators and students as learners. Learning is carried out according to the needs of students so that the teacher will carry out a variety of learning whose needs are tailored to the learning needs of each student. Of these three needs, later the teacher will know which students need study guidance so that the teacher uses what aspect is right for him.

The research problem formulations obtained are: 1) What is the process of the PAKEM approach through the differentiation learning method in developing 21st century competencies (6C)? 2) What are the supporting and inhibiting factors in applying the differentiation learning method? So this study aims to 1) find out the 21st century learning process (6C) using the PAKEM approach through the differentiation learning method; 2) Knowing the supporting and inhibiting factors in applying differentiation learning methods to the learning process. As well as the benefits of the results of this study are expected to be of benefit to various parties: 1) Become a topic of literacy studies in the academic field, examine the processes and forms of the PAKEM approach through differentiation learning methods in achieving 21st century 6C skills; 2) For schools and teachers, this research can be used as an innovation in the learning process activities using the PAKEM approach through the differentiation learning method; 3) As a real action if it is effective in the world of education.

Researchers used descriptive qualitative research methods. The data collected is in the form of literacy, images, and not numeracy (Danim, 2002). By using a case study research approach (case study). The researcher determined that the research location was located at the Primary School level Mobilization School in West Bekasi, Bekasi City, West Java. namely, Al-Husnayain Integrated Islamic Elementary School.



**Figure 2. Al-Husnayain Integrated Islamic Elementary School Building**

## **LITERATURE REVIEW**

The PAKEM approach stands for Active, Creative, Effective and Enjoyable Learning. As an optional appropriate learning approach to support the application of differentiation learning methods in the process of teaching and learning activities at SDIT Al-Husnayain. 1) Active Learning Approach, namely where the teacher has a role in implementing a learning approach that can activate students by implementing various learning activities that can develop skills, attitudes, and understanding; 2) Creative Learning Approach, namely the creation of learning activities in various classes with various levels of student abilities according to their learning styles; 3) Effective Learning Approach, namely the process of learning approaches that can achieve learning outcomes correctly and correctly; 4) Enjoyable Learning Approach, namely a learning approach that creates a pleasant learning atmosphere, so that students focus on their learning as a whole when studying and students can spend their time studying (time on task)

meaning that student involvement and focus becomes optimal from the beginning of learning to the end of learning (Rafikasari, 2021).

The researcher concluded that the PAKEM approach has a learning approach concept that aims to develop various kinds of innovations in learning activities, especially providing outcomes that can activate students, create learning materials using a variety of learning methods and assistive devices called Teaching Aids, learning effectiveness, and creating teaching and learning activities pleasant atmosphere.

### **Differential Learning Methods**

The independent learning curriculum is a breakthrough by the Ministry of Education and Culture regarding independent learning which can advance education in Indonesia. This idea is a major objection to the field of education. Freedom of learning is freedom in supporting education levels including schools, teachers, students in innovating, being independent, and creative (Wijaya et al, 2022).

Differentiation learning is a critical way of thinking about learning activities in the 21st century. Power is needed in order to adapt learning activities in the classroom to meet the individual learning needs of each student. (Herwina, 2021). In line with the opinion above, according to Breaux and Maage, 2010; Fox & Hoffman, 2011; Tomlinson, 2017 in the differentiation learning workshop conveyed that differentiation learning is a learning activity in which each student can study subject matter according to their abilities, what they like, and their individual needs so that students are not frustrated and feel like they have failed in their learning experience (Fitriani, 2023).

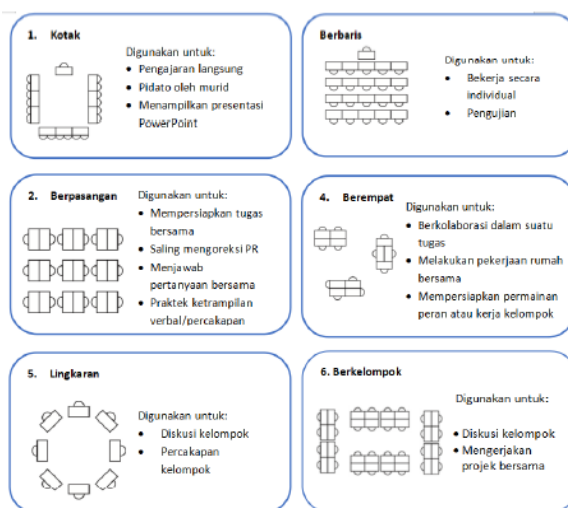
Differentiation learning is not individualized learning or in the sense that one-time teacher learning is not dividing learning approaches. However, it is more inclined towards learning that forges the strengths and learning needs of students with a stand-alone learning approach (Marlina, 2021). So the essence of differentiation learning is a method that can facilitate all the differences that students have according to the individual learning styles of students with the needs to be achieved by students (Atik, 2021).

### **Aspect of Different Learning Methods**

The differentiation learning method has aspects based on the teacher's perspective. After the teacher identifies and maps students according to the variety from various sides, namely family and environmental backgrounds; interest or interest in the potential of students; student learning needs. (Moningka, 2022). The aspects of the differentiation learning method are as follows: 1) Content / content of the material, namely in this aspect the teacher will make transformations in the learning material, the teacher is able to see the readiness of the knowledge students are learning. The teacher makes a differentiation related to the knowledge that students will learn in the learning process. the teacher must know in advance about the science that students will learn; 2) Process, namely the process differentiation method, students get scientific information related to new knowledge obtained from the teacher; 3) Products, namely the differentiation method on products in the form of learning outputs from various learning tasks in order to spark students' creativity in creating a work according to their wishes; 4) Learning Environment is a condition, influence, and stimulus that comes from outside. With the aim of being able to influence the physical, social, and intellectual on students. (Suprayogi, 2022). The learning environment can develop physical and psychological classroom conditions.

Class conditions that enliven learning will help students to study independently or study in groups. The learning environment includes the layout of classroom settings for learning activities. Student seating arrangements in class are adapted to various types of learning activities. Student seating is arranged not monotonous and in accordance with the activities carried out. Student seating is made in circles, groups, squares, rows and pairs. The purpose of selecting student seating formations is to feel a diverse learning atmosphere in the classroom.





**Figure 3. Student seating arrangements (Moningka, 2022)**

The researcher concluded that differentiation learning based on the teacher's perspective has four concepts of learning methods: 1) Content/content of the material, namely the teacher adapts learning according to readiness, interests, and profile; 2) The process is a meaningful learning process for students as a learning experience in class; 3) Products, namely the final results of learning to show the ability of knowledge, skills, and understanding of students after completing learning; 4) The learning environment is adapted to the readiness of students. readiness in learning, interest and learning profile in order to have high motivation in learning.

The purpose of the differentiation learning method in general is to condition learning that emphasizes aspects of student interest in learning, student readiness in carrying out learning. In particular, the differentiation learning method includes 5 objectives, including: 1) Facilitating students in achieving their learning process; 2) Motivate students with stimulation so that student learning outcomes increase; 3) Humanist in learning activities so that students have a passion for learning; 4) Stimulate students to become independent learners and have mutual respect for diversity; 5) To increase the teacher's sense of happiness because they feel challenges (challenges) in the learning process so that teachers are even more creative and have a sense of willingness to hone their teaching competencies (Marlina, 2020).

As a reformer in the application of the differentiation learning method socialized by the Ministry of Education and Culture, learning is adapted to student learning styles. A person's learning style is a combination of how he absorbs, then organizes and processes information. Learning styles are divided into three, namely 1) Visual learning styles are learning styles that make more use of sight. The characteristics of students with a visual learning style are: (a) tidy, (b) speak fast, (c) are difficult to be disturbed by noise, (d) remember what is seen rather than what is heard, (e) read rather than read, (f) read quickly, (g) good at imagining but having difficulty processing sentences, (h) remembering real objects, (j) being meticulous about details. 2) Auditory learning style is a learning style that utilizes the sense of hearing to facilitate the learning process. The characteristics of students with an auditory learning style are: (a) like to talk alone, (b) easily disturbed by noise, (c) like to read and listen, (d) difficult to write, good at telling stories, (e) listen and remember than what is seen . 3) Kinesthetic learning style is a learning style that more easily absorbs information by moving, doing, and touching something that provides certain information so that he can remember it. (a) speak slowly, (b) have difficulty remembering, (c) memorize easily, (d) imagine, (e) find it difficult to sit still, (f) writing is not beautiful, (g) perfectionist, (h) adventurous (Haryono, 2020).

### **21st Century Skills (6C)**

According to curriculum 13, the 21st century skills that students must have, namely: (1) critical thinking and problem solving); (2) Communicating; (3) Creativity and Innovation;

(4) Collaboration. (Sulastri, 2020). In the achievement of the learning process in the independent curriculum structure of the Ministry of Education and Culture, the Ministry of Research, Technology and Higher Education added 21st century skills to 6C, namely character and citizenship skills.

a. Critical Thinking Skills (Critical Thinking Skills)

Critical thinking skills (Critical Thinking Skills) are fundamental skills in solving problems. This skill is important for students to have in finding the source of problems and how to find and find the right solution to the problem at hand. Critical thinking skills can be instilled in various disciplines. Teachers have an important role in designing and developing learning programs that are more focused on empowering these skills (Zubaidah, 2019).

In the above opinion the researcher concluded that critical thinking in students can contrast students' thinking in solving problems (problem solving) they face. By finding the right solutions and answers so that they can convey their opinions properly when the learning process is taking place in class or elsewhere.

Based on the literature presented by the Ministry of Education and Culture in Muttaqin, et al. (2022: 46), that the application of critical thinking skills and problem solving in the learning process includes: (a) Having high reason when facing a problem; (b) Understanding the reality of the concept; (c) Conducting assessments and processing data; (d) Test results and build connections between information and opinions; (e) Analyze information; (f) Devising solutions; (g) Troubleshooting.

b. Creative Thinking Skills (Creative Thinking Skill)

Creativity is the ability to generate new ideas, and the best ideas. (Septikasari et al, 2018). Creative thinking skills (Creative Thinking Skills) This skill is a real action new and original. (Zubaidah, 2019). The Ministry of Education and Culture describes that skills in creativity and innovation include: (a) the ability to convey their best ideas; (b) Be humane when there are different perspectives; (c) Convey the best idea (Muttaqin et al, 2022).

c. Communication Skills (Communication Skills)

According to the NEA, communication skills are skills in conveying new information. These skills include listening, writing and public speaking skills (Zubaidah, 2019).

d. Collaboration Skills

Collaboration skills are skills for working together effectively. (Greenstein, 2012; NEA, 2012). Skills to work in groups; and leadership, decision-making, and collaboration. (Zubaidah, 2019). Students become creative in sparking curiosity about the subject being studied. For example, when the teacher divides study groups, students have the accuracy in collaborating well with their group mates. Collaboration does not only occur during classroom learning, but can occur outside of learning hours.

The Ministry of Education and Culture reiterates that collaboration skills in learning include: (a) Ability to work together; (b) Role and responsibility; (c) Humanist if the perspective is different, and (d) Compromising with group rivals (Muttaqin, 2022).

e. Citizenship and Character (Citizenship & Character)

Eng (2017: 11) provides an explanation that basic interpersonal skills emerge, namely 2C (Citizenship, Character). As in the new idea socialized by SEAMEO QITEP in Language (SEAQIL) entitled "From 4Cs to 6Cs: What Should Teachers Know and Prepare for Successful Language Learning in the 21st Century (Suzanne: 2022).

## **RESULTS AND DISCUSSION**

The interviews were conducted using a purposive technique with 2 key informants who took place at the Integrated Islamic Elementary School Al-Husnayain Bekasi. The resource person who was interviewed intensively, namely, Mrs. Yuyun Yuni Asih, S.T.P. and Ms. Chofifah Lisdiani, S.Pd. Interview with the resource person, Mrs. Yuyun Yuni Asih, S.T.P. as school principal will be held on Monday, 20 February 2023. Interview with Ms. Chofifah

Lisdiani, S.Pd. as a phase A class teacher (class I Al-Ghazali) was held on Tuesday, 21 February 2023. Based on the results of the interviews there was sufficient data available, then adjusted with data from direct non-participant observations in March-April. Existing documents and archives can be searched to refine data from interviews and observations.

### **1. The PAKEM Approach Process Through Differentiated Learning Methods in Developing 21st Century Competency skills (6C)**

Data related to the 21st century learning process version of the Ministry of Education and Culture and Research and Technology through differentiation learning using the PAKEM approach at SDIT Al-Husnayain were obtained through notes, interviews, and observation.

#### **a. Active Learning Approach**

The resource person revealed that in using an active learning approach, namely student-oriented learning, the teacher provides stimulus to students in order to create learning that activates students. Additional narration that in using an active approach is adjusted to the teacher's strategy in preparing learning. Namely by developing learning that can activate student learning.

Based on the results of the interviews, prepare learning strategies before implementing learning in class. The teacher provides stimulus to students, by giving trigger questions to find out the extent of students' knowledge of the material to be taught and the material that has been obtained.



**Figure 4. Stimulating Students**

#### **b. Creative Learning Approach**

According to the resource person, a creative learning approach for students is able to build knowledge and develop students' abilities by learning through different methods. The resource person added that in using a creative learning approach, schools facilitate teachers in using creative learning approaches, namely with project based learning activities and learning activities outside the classroom followed by a combination of class levels or called outing classes.



**Figure 5. Project Based Learning And Cheerful Tourism Widya**

#### **c. Effective Learning Approach**

The resource person said that an effective learning approach was adapted to the design of the teaching modules designed by the teacher. Based on the explanation above, the design of the teaching module becomes a solutive action even though the structure of the subject schedule has not been implemented in blocks, so learning on the next day will still follow the stages of student abilities.



**Figure 6. Learning Atmosphere in Class**

d. Fun Learning Approach

That in order to create fun learning, you can use a variety of methods other than the lecture method, because it will affect the learning atmosphere of students, so students don't feel bored when studying in class. And through a fun learning approach can develop collaboration skills between students, between students and teachers, feedback occurs, the learning atmosphere in the classroom comes alive.



**Figure 7. Learning Atmosphere in Class**

Based on the field notes and interview notes obtained, it is concluded that the PAKEM approach in developing 21st century 6C skills is by using an active learning approach, through differentiation learning methods can develop critical, creative and collaborative thinking skills because the teacher is able to activate student learning. Using a creative learning approach through differentiation learning methods can develop 6C student skills, namely creative and collaborative skills between students. The use of an effective learning approach can be created according to the teacher's efforts in designing teaching modules. Teaching modules that can activate student learning while in class. In addition to designing teaching modules, the teacher also chooses the right method and is adapted to the subject matter being taught. This can develop character and citizenship skills, not specifically in PPKN subjects, but also in Mathematics.

**2. Barriers and Supporting Factors in Applying Differentiation Learning Methods**

Data related to several factors that can support and hinder the application of the differentiation method in the process of learning activities at SDIT Al-Husnayain in developing 21st century competencies, namely 6C skills obtained through observation and interview results. Several factors hindered them, including the Al-Husnayain SDIT school getting directions from the driving school facilitator, but on occasion there were teachers with elderly who were no longer qualified in terms of getting the latest innovations in facing the challenges of differentiation learning, this was due to the challenges of differentiation learning methods the teacher had to understand digital technology because in the application of learning process activities the teacher must be able to concurrently four aspects in one subject.

The next barrier factor is that the structure of the class schedule that applies at SDIT Al-Husnayain is not yet a block system, so that in one day the subjects are delivered directly from delivering material, giving assessments, to remedial which will later be known which students need guidance. However, because there is no block system yet, the learning outcomes in one day's meeting will be shared until the next meeting, in essence, you cannot add the latest material first.

Supporting factors in the application of the differentiation learning method are facilitated by the facilitator of the driving school program from representatives of the Ministry of Education and Culture and Research, Technology and Higher Education which



is carried out on an ongoing basis. The meeting is held online via the zoom application which meets once a week. In order to provide direction for designing teaching modules, identify initial competencies or it can be called a Diagnostic Assessment to determine the stages of each student's learning abilities, and as a forum for sharing reflections on the results of differentiation learning methods.



**Figure 8. In House Training**

### **3. The PAKEM Approach Process Through Differentiated Learning Methods in Developing 21st Century 6C Competencies at SDIT Al-Husnayain Bekasi Academic Year 2022/2023**

#### **a. Active Learning Approach**

The active learning approach is learning that activates students through a series of learning activities. According to (Rafikasari, 2021). There are a number of steps taken by the teacher to be able to activate student learning in class, namely designing teaching modules properly, using unique and careful learning media according to the ongoing subject matter, sparking questions to students so that feedback occurs from students to teachers. From the previous explanation, it was concluded that an active learning approach can improve critical thinking skills through differentiation learning methods.

#### **b. Creative Learning Approach**

The creative learning approach is learning that takes place with the help of learning aids called visual aids or learning media, either simply or spectacularly. In order to create a creative learning approach, appropriate learning methods are needed (Harsono, et. Al, 2009). The use of a creative learning approach can develop 21st Century 6C skills, namely communication skills. Because the communication skills possessed by students do not come from the students themselves, but through several series in developing students' communication skills. The teacher's efforts in developing students' communication skills through several methods, including: 1) Lecture Method, namely correlation through visions and verbal conversation by the teacher to students in teaching and learning activities in class. (Harsono, 2009); 2) Discussion method, namely discussion is a conversation between two people with the topic of exchanging ideas (sharing of opinion) with the aim of getting the same point of view being discussed. (Erm, 2015); 3) The Question and Answer method means that there is a transfer of learning between the teacher and students, the teacher gives questions to students and the students answer (Huda, 2020). From the previous explanation, it can be concluded that the differentiation learning method can help improve the process of creative learning approaches for students to train students' communication skills on an ongoing basis through differentiation learning methods in the learning process.

#### **c. Effective Learning Approach**

An effective learning approach is a learning process that can achieve learning targets precisely and correctly. In using an effective learning approach through differentiation learning methods adjusting the stages of student abilities, not learning with a catch-up system. So that learning will be more meaningful for students. Learning activities outside of school also affect effective learning for students, because students can develop collaboration skills between students and between teachers and students.

#### **d. Fun learning approach**

A learning approach that creates a pleasant learning atmosphere. Because with fun learning it can make students not afraid of being wrong in submitting opinions and enthusiasm to explore their potential (Serlita, 2021). Using a fun learning approach can certainly develop students' competence in 6C skills in the 21st Century because teachers use a variety of real and digital learning media.

#### **4. Barriers and Supporting Factors in Applying Differentiation Learning Methods at SDIT Al-Husnayain Bekasi Academic Year 2022/2023.**

The application of the differentiating learning method to the learning process activities at SDIT Al-Husnayain has a supporting factor, namely the provision of motivation from the facilitator of the driving school program to teachers in driving schools who have used the independent learning curriculum at the elementary school level and apply the differentiation learning method. Motivation is a series of processes that move, direct and maintain individual behavior to achieve several goals (Oktiani, 2017). Based on the motivation given by the driving facilitator to teachers in grade 1 (phase A) and grade 4 (phase B), learning activities using the differentiation method at SDIT Al-Husnayain have so far been able to proceed gradually and thoroughly through direction.

The factor that hinders the application of the differentiation learning method in the process of teaching and learning activities in class 1 (phase A) of SDIT Al-Husnayain is, the structure of the subject schedule that applies at SDIT Al-Husnayain is not yet a block system, meaning that in one day school activities are still arranged in an eye schedule. mixed lessons, so that the implementation of learning with the differentiation learning method in one meeting day has not reached the remedial assessment stage. Because in one lesson the new teacher is at the stage of implementing the four aspects of the differentiation learning method, so that the form of independent learning is not perfectly comprehensive.

SDIT Al-Husnayain needs to design curriculum development, the structure of the independent curriculum and its contents, as well as the teaching tools that are a portrait of the independent curriculum as a form of independent learning in schools. Freedom of learning is giving freedom to learn at school, meaning that teachers and students are free to innovate, learn independently and creatively, where this freedom starts with the teacher as the driving force (Sherry et. Al, 2020).

The next barrier factor is the availability of teachers who are elderly in facing the challenges of learning in the current 21st century who have followed the independent curriculum. Based on the results of observations, interview notes, and documentation records, it was obtained an illustration that in the implementation of the differentiation learning method in learning activities at SDIT Al-Husnayain there were supporting and inhibiting factors. These factors can be human, instructional, and institutional.

## **CONCLUSION**

The researcher found that the phenomena that appear in the PAKEM approach through the differentiation learning method in cultivating 6C skills are:

1. The learning process in class uses the PAKEM approach through the differentiation learning method which seeks to develop the competencies of 21st century elementary school students, namely the 6C skills according to the stages of the abilities of each student and their learning style. The design of the teaching modules, stimulates active student learning, learning out of class (outing class), the structure of the subject schedule has not been implemented in blocks so that the application of the differentiation learning method has not been completely implemented perfectly in one day of learning meetings, the provision of Remedial Assessment is carried out individually different stages.
2. School policies regarding the development of the application of the learning process by applying the differentiation learning method are carried out by establishing good

communication between the facilitators of the driving schools and the driving schools to support the development of students' skills to face the challenges of learning in the 21st century. The motivation given by the mobilizing school facilitators to teachers through activities In House Training, peer tutoring between young teachers and elderly teachers by sharing skills in developing learning media in dealing with the challenges of differentiation learning methods, and the available infrastructure can help the process of implementing differentiation learning methods run smoothly.

Suggestion Based on the conclusions from the research results put forward by the researcher, the researcher provides several suggestions, namely: 1) The school can continue to facilitate teachers in providing training that can improve the soft skills of teachers in updating the design of teaching modules in the implementation of the independent curriculum by applying learning methods differentiation that can develop 6C skills. From the student's perspective so that students can feel the independence of their learning by achieving the 6C skills and from the teacher's perspective so that the teacher can face the challenges of differentiation learning methods using the PAKEM approach. Regarding the understanding of learning media along with the development of technological sophistication in the era of education for elderly teachers, it can be noted again the tips for achieving an understanding of digital-based learning media for elderly teachers at SDIT Al-Husnayain regarding the readiness of Teacher Human Resources in the process of teaching and learning activities at class; 2) Teachers as 21st century learning movers in the implementation of the independent curriculum in facing the challenges of learning activities using differentiation learning methods, are always motivated to improve their competence so that they become even more competent in their profession; 3) Future researchers can carry out further research on differentiation learning methods in implementing the independent curriculum. It is hoped that future researchers will be able to examine more broadly and thoroughly the aspects of the differentiation learning method, namely the teacher's pedagogical abilities in mastering the class and teaching, especially in the differentiation learning method which includes four aspects and being able to innovate in creating interesting learning media for students in terms of content/ the content of the material according to the grouping of student learning styles.

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