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### Evaluation of Differentiated Learning in Economics Subjects Using the CIPP Model

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#### ABSTRACT

The advantages and disadvantages of the application of differentiated learning in economics subjects can be known from the data obtained and we can make improvements to the shortcomings that occur in this learning. The purpose of this study is to understand the implementation of differentiated learning in schools through the CIPP evaluation model, identify barriers and challenges faced, and provide recommendations to improve its implementation. The method used is descriptive qualitative. Data collection techniques were obtained from interviews, observations, and documentation. This data analysis process proceeds from facts to theory. The result of this research is the implementation of differentiated learning using the CIPP evaluation model at SMAN 1 Cilimus can improve the quality of learning. The input aspect of the teacher has succeeded in adjusting the curriculum and learning style according to the needs and interests of different students. The process aspect of the teacher has successfully played an important role in the learning process by becoming a facilitator for students to get a unique learning atmosphere, collaborative, constructive feedback. Students experienced increased understanding, critical thinking, encouragement to learn, and improved posttest results according to the product component. The results of this study make an important contribution to building more inclusive and flexible school learning methods through differentiated learning. It is hoped that this research can serve as a guideline and inspiration for other schools to implement differentiated learning and support the diversity of their students.

*Differentiated Learning, CIPP Evaluation Model, Economics Course*

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#### INTRODUCTION

A very important thing in a country's development efforts is education. Education is also one of the indicators of a nation's progress, as evidenced by the level of intelligence of its citizens. According to Dr. Dayono, (2022) The historical foundation of education is the historical basis of how education is organized from time to time, which can be a reference or foundation in

developing an educational process. Basically, education is a service provided by educators through educational institutions, in this case the government, to provide good services that can develop all the potential of children by providing assistance and services in order to provide preparation for everything related to the educational process. (Syaharudin et al., 2019). Education plays an important role in improving the quality of human resources. Quality education will produce quality human resources. (Mardhiyah, Aldriani, Chitta, 2021). This encourages all citizens to pay close attention to the development of education.

The biggest challenge for the Indonesian government in organizing education is to improve the quality of education. The curriculum in Indonesia has undergone ten changes between the 1947 curriculum and the 2013 curriculum (K-13). According to Yogi Anggraena (2021) et al., n.d. , stated that the existing curriculum is considered insufficient to improve the quality of education in Indonesia, as evidenced by the low level of student academic success. The curriculum can also be interpreted as a plan that has a very important role in education and is developed systematically (Agustiana & Asshidiqi, 2021). The Merdeka Curriculum implements a new paradigm, one of which is the existence of independent learning. Independent learning is defined as an approach where students can choose lessons according to their interests (Sari et al., 2022). The many curriculum changes in Indonesia require continuous adjustments by educators. According to Wahyuningsari et al., (2022) realizing an independent learning curriculum using a differentiated learning approach. Because implementing differentiated learning makes teachers more effective in considering students' readiness levels, interests and learning styles.

By implementing differentiated learning, it means that an educator has implemented Ki Hadjar Dewantara's values that Independence, which is the goal of education, is very important to always pay attention to students' needs in order to liberate and not shackle. Differentiated learning is a response to the implementation of the Merdeka Curriculum with a student-centered learning approach that aims to meet learning needs (Suwartiningsih, 2021). The independent curriculum places students as active learning subjects, focusing on meeting individual needs. This involves aspects of a differentiated learning approach. The differentiated learning aspect is divided into three approaches: content, process, product. (Herwina, 2021). The simple meaning of differentiated learning is that it can create a diverse classroom by opening up opportunities to access learning resources, develop ideas, and seek to improve student performance for more effective learning (Sulistiyosari et al., 2022). Differentiated learning can positively impact the education system by creating

better learning opportunities. It can improve equality in achieving better learning outcomes for all students through assessment. Learning as a process includes three interrelated elements, namely learning objectives, learning process, and learning assessment. Comprehensive assessment is a holistic assessment that covers various aspects of students' knowledge, understanding, skills and attitudes.

Every learning activity that is carried out must always be followed by an evaluation. The purpose of the evaluation is to find out whether the implementation is in accordance with the learning planning procedures, and whether the expected results are achieved. In evaluating learning management in schools, researchers decided to use the CIPP model. The CIPP model is one of the evaluation models commonly used in education. (Elmanda et al., 2022). The CIPP model can help evaluate the effectiveness of learning programs. The use of the CIPP evaluation model aims to improve and enhance the quality of the implementation of the activity program (Darodjat dan Wahyudhiana M, 2019). This model was developed by Stufflebeam and Shinkfield in 1985 and has undergone many revisions since then. The model consists of four main components, namely context, input, process, and product. Research Damayanti et al., (2022) Curriculum evaluation with the CIPP model has been running well. Learning evaluation using the CIPP model aims to evaluate teacher quality by assessing the context, inputs, processes and products of several schools. The CIPP evaluation model not only proves, it can also improve a particular product (Ratnaya & Indriaswuri, 2022). This CIPP evaluation model can determine the understanding and mastery of indicators in learning (Saija et al., 2019). The CIPP model can provide deeper and more systematic information on the achievement of learning objectives (Agustina & Mukhtaruddin, 2019; Oflaz et al., 2022; Syifa, 2020). According to Utami & Wardani, (2019) stated that the CIIP model is able to determine the learning outcomes of students in understanding learning concepts.

In this study, researchers will examine differentiated learning in economic subjects. One of the learning approaches that applies the principles of learning in an independent curriculum is differentiated learning. Differentiated learning is an effort to develop the concept of independent learning (Kurnia Fitra, 2022). The description of the term differentiation is domain specific as is the case in education where differentiation essentially means tailoring teaching to the needs of particular students and the learning styles of students (Ade Sintia Wulandari, 2022). Differentiated learning is an effective teaching philosophy that offers different ways to deliver new information to all students in diverse classroom communities (Astuti et al., 2021; Laia et al., 2022; Pratama, 2022;

Suwartiningsih, 2021). Differentiated learning has great potential to improve the quality of education, but its implementation in schools still faces various obstacles and challenges. These obstacles include a lack of understanding about differentiated learning, limited resources and teachers' skills in customizing their teaching methods. Teachers play a very important role in the success of learning activities. According to Ki Hajar Dewantara's philosophy, the teacher's job is to guide children to grow and develop according to their nature to achieve happiness and safety (Kurnia Fitra, 2022). This means that teachers should guide children according to their potential, interests, talents and abilities in order to achieve their goals. To overcome these obstacles, it is important to evaluate the implementation of differentiated learning in schools. The purpose of this evaluation is to identify successes, weaknesses and opportunities for improvement in the implementation of differentiated learning. The results of this evaluation can be the basis for developing policies and strategies for implementing differentiated learning in schools that are more effective.

In this study, researchers conducted pre-research by surveying previous research journals related to this title, the first of which researchers conducted pre-research in the Journal of NonFormal Education in 2023 entitled "Evaluation of Online Learning Using the CIPP Model of High School Economics Subjects in Kebumen District". In the research journal (Naeni et al., 2022) It can be concluded that the evaluation of the implementation of online learning using the CIPP model in high school economics subjects in Kebumen District obtained results with a good category. It is proven that the implementation of online learning has a positive impact, namely the ability to learn independently in students increases by utilizing increasingly sophisticated technology and information. The results in this journal research can also be used as a reference for teachers, schools concerned in improving online learning activities so that they can run more optimally.

Researchers conducted the second pre-research in the Journal of Science Education in 2023 entitled "The Importance of Differentiated Learning in the Independent Curriculum Era to Improve Student Learning Outcomes" in the research journal (Insani & Munandar, 2023) It can be concluded that the application of differentiated learning is able to create more effective learning for students so as to improve student learning outcomes. This can be realized by applying one or more aspects of differentiation which includes aspects of content, process, and product differentiation

Researchers conducted the third pre-research in the Journal of Education Research and Development entitled "Analysis of Student Learning Motivation in the Implementation of Differentiated Learning" in the research journal

(Alfath et al., 2023) It can be concluded that differentiated learning is able to encourage biology learning motivation in class XI MIPA 4. A differentiated learning approach during the transition period of independent curriculum implementation is important. Differentiated learning is able to facilitate the teacher's role in adjusting methods, strategies, and learning materials that favor students. So teachers can innovate from the three aspects of differentiated learning with various advantages to improve learning outcomes, learning motivation, critical thinking, confidence, and student.

To find out the advantages and disadvantages of the implementation of differentiated learning in economics subjects so that from the data we can make improvements to the shortcomings that occur in the learning. Therefore, the purpose of this study is to comprehensively understand the implementation of differentiated learning in schools through the CIPP evaluation model, identify barriers and challenges faced, and provide recommendations to effectively improve its implementation. Through continuous efforts, it is expected to create an inclusive learning environment, meet the learning needs of each student, and achieve learning outcomes that are fit for purpose.

## **RESEARCH METHODE**

In this research, the method used is qualitative with descriptive methods. The descriptive method aims to describe various research conditions in real terms. According to Sugiyono, (2022), Descriptive qualitative research method is research based on the philosophy of postpositivism which is used to research on natural object conditions where the key instrument is the researcher. In this study, it is necessary to use participants as supporters to obtain research data results. Participants are subjects who are interviewed, observed, asked to provide data, opinions, thoughts, perceptions (Sugiyono, 2019). The evaluation of differentiated learning in economics subjects in this study uses the CIPP model. The CIPP evaluation model (Context, Input, Process, dan Product) is one of the most commonly used evaluation models in education. (Elmanda et al., 2022). The focal point of the CIPP model is the factors that influence the success of a program. The CIPP evaluation model is a more complete and comprehensive evaluation model. Evaluation of context, input, process, and product can be practiced in the context of decision making (formative role) and presenting information about accountability (summative). Data collection in this study used 3 (three) ways, namely: Observation (observation) this is done to provide a direct description of the data in the field. Interview, namely by collecting data using direct question and answer with research information. Data collection technique is the process of systematically searching and

compiling data obtained from interviews, observations, and documentation by grouping data into categories, describing, selecting which ones are more important in making conclusions. In this study using data analysis based on data analysis whose process proceeds from facts to theory (inductive in nature) the aim is to avoid manipulation of research data. The use of qualitative research methods to describe, record, record, interpret existing and ongoing conditions, study, check and recheck, classify, and develop and abstract data and information obtained from respondents.

**Table 1.**

**Research Observation Grid**

<b>Component</b>	<b>Aspects</b>	<b>Data Source</b>
<i>Context</i>	<ul style="list-style-type: none"> <li>• Availability of resources and teaching materials that support differentiated learning.</li> </ul>	Principal/Secretary Curriculum
<i>Input</i>	<ul style="list-style-type: none"> <li>• The suitability of the curriculum to the individual learning needs of students.</li> <li>• Teachers' relevance and skill in designing activities and teaching materials that match students' ability levels and interests.</li> <li>• Availability of adequate support for students in understanding the subject matter.</li> </ul>	Principal/Secretary Curriculum, teachers, and infrastructure facilities
<i>Process</i>	<ul style="list-style-type: none"> <li>• Implementation of differentiated learning strategies, such as flexible grouping, project-based learning and differentiated assignments for each student.</li> <li>• Active interaction between teachers and students in learning.</li> <li>• Collaboration and cooperation between students in learning activities.</li> <li>• Providing individualized feedback to students to aid</li> </ul>	Teachers and students

	their understanding.	
<i>Product</i>	<ul style="list-style-type: none"> <li>• Evaluation of learning outcomes which includes tests, project work and portfolios.</li> <li>• Increased student understanding of the subject matter.</li> <li>• The development of students' critical thinking skills.</li> <li>• Increased student learning motivation.</li> <li>• The level of student participation and engagement in the learning process.</li> </ul>	Teachers and students

## RESULT AND DISCUSSION

### Differentiated Learning Context Component

It identifies and assesses the needs on which the program is based. Context evaluation aims to assess whether the goals and priorities that have been set meet the needs of those targeted by the organization.

The research results from the context aspect in the research in three classes of SMAN 1 Cilimus show that there is a strong support from the school of SMAN 1 Cilimus in providing resources, learning support needs and teaching materials that are quite supportive in implementing differentiated learning. The school has completed it by providing adequate resources, including textbooks, technology devices such as chromebooks, wifi, network, proyector and teaching materials that adjust to the learning needs of students. The only minus is the wifi network which is sometimes difficult to reach and chromebooks which sometimes run out of battery.

Based on the observation at SMAN 1 Cilimus, it shows that the teachers in the school have made efforts to understand the context of the learners, including the social background, culture, and learning needs of the learners. So in this case it helps educators in designing meaningful learning for students. In addition, educators also have a commitment to be able to create an environment where students feel accepted and valued when learning is taking place.

In this context aspect, the school also supports the availability of support and cooperation with other school parties, such as the use of adequate school

facilities for student needs, training for teachers, and of course there must be support from the principal in implementing differentiated learning.

So it can be concluded in the results of this study that the school at SMAN 1 Cilimus has created a school environment that facilitates the implementation of differentiated learning and supports the development of teacher competencies.

### **Input Components of Differentiated Learning**

According to Alam, (2021) Input evaluation aims to evaluate whether these resources are sufficient to achieve program objectives and whether they are being used effectively.

The research results from the Input aspect of the research in three classes of SMAN 1 Cilimus show that the school has made a very big effort to adjust the curriculum to the learning needs of individual students. In the research results, students prefer learning styles that are varied and creative. In addition, students of SMAN 1 Cilimus prefer audio-visual style of learning or by showing videos related to the material being discussed. There are seven students who answered LKPD and ppt students prefer this task, there is one student who also answered prefer tasks that only write in the book, and there is also one student who preferred power point because it is short and interesting.

In the observation conducted at SMAN 1 Cilimus, teachers have also used creative and innovative approaches to adjust the curriculum to meet the needs of various student characteristics. Teachers have also planned activities and teaching materials in accordance with the abilities and interests of the learners. Teachers have also considered learning styles, interests, and speed of understanding in students to make learning more fun, relevant and meaningful.

In this input component, teachers have also provided adequate support to help students understand the subject matter. Teachers also provide additional guidance, explanations, and feedback that can strengthen students' understanding. In this case the teacher also uses a different approach in order to provide tasks or assignments that are in accordance with the abilities of students.

So that in the research in this input component, namely by adjusting the curriculum and learning styles of students with different characteristics. So that teachers use creative and innovative approaches in order to meet the learning needs of students. And teachers prepare teaching materials that adjust the interests and abilities of students.

### **Components of the differentiated learning process**

According to Carol Ann Tomlinson Marlina, (2020), Differentiated learning is learning that considers the diversity of learners and adapts to their



readiness, interests and learning preferences. Through the process component of differentiated learning teachers can pay attention to the needs of students and the strengths of each learner who is the center of attention.

The results of the research on the aspect of differentiated learning process at SMAN 1 Cilimus that teachers apply has been running well where there is interaction between students and teachers. Teachers have successfully used various differentiated learning approaches by adjusting students' abilities and needs. Teachers utilize new innovations by using ice breaking before conducting learning activities with the aim of breaking the ice, giving students the spirit of learning and fun learning. Ice breaking has proven to be effective in overcoming students' boredom in the learning process (Faijin et al., 2021). Various differentiated learning approaches that teachers have implemented make students more comfortable in participating in learning because of different forms of learning such as audio-visual learning techniques using chromebooks, power points or showing learning videos.

In this process component, teachers prepare the application of performance assessment instruments in the learning process well. Teachers help students understand the subject matter better through division into small groups, interaction between teachers and students, and teachers provide clear directions according to the instructions for each task given. Teachers also encourage students to work well together in small groups during the learning process so that they can encourage students to learn from each other and exchange knowledge. During the learning process, teachers always pay attention to the progress of each student's ability and provide good feedback and help students understand their strengths and weaknesses and how to improve them.

It can be concluded that in this aspect of the differentiated learning process, teachers have an important role in animating the learning atmosphere, with differentiated learning making students more familiar with the meaning of fun learning by adjusting their abilities and interests. Teachers have successfully transformed as educators who give the impression that learning is a fun thing through differentiated learning.

### **Components of Differentiated Learning Products**

The product aspect of differentiated learning focuses on how the teacher evaluates the material that students have mastered and presents the next material. Students' learning preferences also influence the type of learning outcomes presented to teachers. Providing students with various options to express their learning needs such as through power point, lab, video and learner worksheet making tasks, using appropriate rubrics to raise the bar for

students, letting students work alone or in small groups to complete tasks and encouraging students to design their own tasks.

The research on the product aspect of differentiated learning at SMAN 1 Cilimus contains results that positive learning comes from the application of differentiated learning. These results include measurable learning process skills, student understanding of the material, the level of completeness of student posttest results, critical thinking skills, and active participation in learning. Differentiated learning makes it easier for students to understand the material taught and allows students to better grasp the ideas taught. Teachers have successfully acted as facilitators who implement differentiated learning by adjusting the abilities and interests of each student so that there is an increase in learning outcomes and student learning motivation.

In this product differentiation, there are several stages that teachers do, namely preparation before teaching by preparing teaching materials, teaching modules and everything needed so that learning can run effectively and in accordance with the objectives. In the interview results, the teacher's way of mapping the learning needs of students is by distributing google forms and the teacher's way of creating a good learning atmosphere so that students feel comfortable and valued is not teacher-centered but students must be more active and there is a two-way interaction between teachers and students.

The results of this study indicate that teachers have been very good in implementing differentiated learning by paying attention to the aspects and evaluation criteria that have been mentioned at SMAN 1 Cilimus has a positive impact on student understanding, critical thinking and an increase in posttest completeness. Differentiated learning is a challenge for teachers because it requires time, careful planning and effective classroom management in implementing learning in the classroom with the aim of providing better opportunities for students to achieve their potential and gain different and meaningful learning experiences.

## CONCLUSION

This study found that the implementation of differentiated learning using the CIPP evaluation model implemented at SMAN 1 Cilimus can improve the quality of learning. Teachers have implemented differentiated learning according to the procedure with the support of technology and human resources. The input aspect shows that teachers have successfully adjusted the curriculum and learning styles to suit the different characteristics of students. In the process aspect, teachers have succeeded in becoming an important role in the learning process by becoming a facilitator for students to get a unique

learning atmosphere, collaborative, constructive feedback, and two-way interaction between teachers and students as an important component in the learning process. Students experienced increased understanding, critical thinking, encouragement to learn, and improved posttest results according to the product component.

Overall, this research shows that differentiated learning using the CIPP evaluation model improves learning at SMAN 1 Cilimus. The results of this study provide an important contribution to building a more inclusive and flexible school learning method through differentiated learning. This research is expected to be a guideline and inspiration for other schools to implement differentiated learning and support the existing diversity of students.

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