

Understanding Students' Historical Consciousness Through Differentiated Pedagogy (Naturalistic Inquiry Research for class XI at Cirebon 3 Public High School)

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Abstract:

Background: Studying history should be able to promote the process of imparting information and values via challenges. Currently, nonetheless, the implementation phase of learning presents a challenge for history instructors. The purpose of this study is to better understand students' historical understanding in order to create a differentiation pedagogy learning plan that will support history instruction in the classroom. This study uses a naturalistic inquiry approach and is qualitative in nature. The research participants in this study were the SMAN 3 Cirebon, West Java, class XI students. methods for gathering information through documentation, observation, and interviews. Researchers used Miles & Huberman's (2002) analytical approach to examine research data in this study. The data analysis's findings demonstrate the value of differentiated pedagogy in identifying students' needs and focusing history instruction. This study concludes that using differentiated pedagogy can be an alternate strategy for helping high school students get a deeper grasp of history. These findings' implications emphasize how crucial it is to include cutting-edge teaching strategies into high school history curricula.

Key Word: History Learning, Differentiated Pedagogy, Historical Consciousness.

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I. Introduction

History learning should be able to encourage the process of transferring values and knowledge through problems. Problems are faced by history teachers in implementing learning. History learning carried out by Joko Sayono (2015) is learning that are reminiscent, uninteresting, unpleasant and boring. This bad understanding continues to build and influence history learning. History learning must be organized in activities that are real, interesting and useful for students (Aman, 2011: 110).

One of the goals of studying history is to create historical awareness. Historical awareness is basically a condition where a person has awareness of history or historical events. Awareness of history indicates that there is knowledge of historical facts or memories about them. However, memory or even knowledge of historical facts or events alone cannot guarantee the instillation of historical awareness in students.

As Freire (2007: 111) said that awareness can be achieved through a learning process in which there are understanding and reflection on various life processes. Of course, the same thing also occurs in the history learning process at school. In learning history there are important aspects, namely historical thinking skills, historical understanding and historical awareness. These three aspects have a relationship with one another. The reason researchers use the concept of historical awareness as important to pay attention to its development is because the main focus of history learning in schools is historical awareness, not just learning outcomes in the form of grades. Rsen believes that more history learning should not only mean more history lessons, but rather understanding historical awareness which aims to provide examples of past events should be a point of greater concern.

The current level of historical consciousness among students is still not as expected. Thorp (2014) argues that historical knowledge is an understanding of how things in the past, present and future are related to each other. In the opinion of Wiriaatmadja (2002), understanding historical awareness will be able to overcome various problems are faced by a country. In the context of nation building, the formation of a spirit of solidarity, inspiration and aspirations plays an important role, on the one hand to safeguard national state institutions.

The understanding that students gain from history classes and the context of today's life which is greatly influenced by the development of disruptive thinking and technological products in the 21st century is an

integrated part of historical awareness. This means that history education can no longer ignore the context of present life, the continuity of past experiences in present life, and the direction of future life (Hasan, 2019). In order to face the challenges of the 21st century, students can be equipped with various skills through learning history (Supriatna, N, 2019 in Wiriaatmadja, 2000). However, in reality the concept of learning history in interaction with everyday life to instill historical awareness in the history learning process is neglected. What is meant by neglect is low learning outcomes, even though their ability to develop more dynamic and applicable potential. Which means, the potential ability of these students ignores their learning outcomes, so far it is only a transfer of knowledge.

Even though the peak of historical awareness is that students have introspection to prepare for the future by reflecting on the past. This is also in line with what was expressed by Ratna Hapsari, Former Chairperson of the Indonesian History Teachers Association (AGSI), during the workshop "Building Historical Awareness for Truth and Justice" in Jakarta on Friday (29/5) (Kompas, 29 May 2009) that students are kept busy memorizing without getting the essence of history itself. Without history, humans would not be able to develop ideas about the consequences of what they do in the reality of their lives in the present and future in a historical consciousness (Aman, 2012: 229-230).

Ideal history learning is a situation that facilitates students to achieve history learning goals optimally. Situations that can optimally facilitate history learning consist of various aspects that are synergistic and integrated to create encouragement and motivation for students to learn history. History teachers are at the forefront in implementing history education. Therefore, the success of this learning is supported by various components, including the ability to apply effective and efficient learning methods (Aman, 2011:66).

The success of a lesson is determined by the interaction between students and teachers in the classroom. The role that teachers can play to optimize learning is very varied and innovative, one of which is by accommodating students' needs according to their characteristics, so that students can develop their skills, interests and talents. The way to do this is by implementing differentiated learning in the independent curriculum. Differentiated learning is an effort to adapt the learning process in the classroom to meet the individual learning needs of each student (Tomlinson, 2014). However, differentiated learning does not mean that teachers have to teach in thirty-six different ways to teach thirty-six students. Differentiated learning also does not mean that teachers have to group the intelligent with the intelligent and the less with the less. However, what is meant by differentiated learning is efforts to adapt in the classroom to meet the learning needs of each student. The adjustments in question are related to interests, learning profile, learning readiness in order to achieve increased learning outcomes from understanding the material. Students' learning needs can be seen based on three aspects, namely students' learning readiness, interests, and students' learning profiles.

Based on data from the Ministry of Education and Culture (2021), it is known that there are 1,322 schools from 34 provinces, only 382 throughout Indonesia are registered as driving schools for high school level in 2021, where these driving schools are schools that focus on developing student learning outcomes by realizing the Pancasila Student Profile (Kemdikbud, 2021). One of the programs in schools is implementing differentiated learning. Of the 1,322 high schools, there are 45 schools in the city and district of Cirebon. Of the 45 schools, only two in Cirebon city that have implemented the independent curriculum, namely Penabur Christian High School and Penabur Christian Plus High School, while in Cirebon district it is still in the process stage. However, schools that have not registered as implementers of the independent curriculum are allowed to implement differentiated learning.

One of the public high schools in Cirebon City, which was the author's research site, included schools that were still in the stage of passing the process of implementing the independent curriculum, totaling 12 teachers who passed the topic out of a total of 63 teachers as they are seen from Ministry of Education and Culture data. SMA Negeri 3 Cirebon is one of the state high schools located on Jalan Ciremai Raya No. 63, Cirebon, West Java provincial government, Indonesia. The reason for choosing this agency was because the school implemented an independent, integrated curriculum with differentiation. However, it is still implemented in classes X and XI. Meanwhile, class XII is still in the process stage. This school is also known as Green School or green school. Because not only the school paint is green, but also SMA Negeri 3 Cirebon is an Environmental Culture School. SMAN 3 Cirebon has received the title of independent adiwiyata and was appointed as a literacy school from the Province. The conditions and situation at this school are more dominant in three learning styles, namely visual, auditory and kinesthetic, however, students' interest in learning lacks incomplete facilities that are uncomfortable for learning, such as no focus because of air conditioning. Because the classroom is very hot and is not conducive to going home at the end of the history lesson. Students' understanding of historical awareness is still not visible during teaching and learning activities, but only a few students have previously instilled historical awareness through literacy in accordance with relevant learning in the independent curriculum.

In this case, teachers are required to be able to apply learning strategies. Teacher innovation in implementing learning strategies is important. By teachers implementing various innovations and variations of

learning strategies at each meeting, it is hoped that they can encourage understanding, learning motivation and student achievement as well as minimizing boredom in learning.

Therefore, as a teacher, it is very important to pay attention to the learning modalities that students have so that they are able to choose a learning method that is considered by most relevant and appropriate to the modalities that students have. Students will be better able to concentrate and be able to receive learning well so that they will be able to understand the concepts that they have. The reason of researchers chooses a differentiated learning educational context is that educational input is everything that must be available because it is needed for the process to take place. If the learning process in class is not directed well, it can of course have an impact on the achievement of learning objectives. Educational output is school performance which can be measured from their quality, effectiveness, productivity, efficiency, innovation and moral performance.

Differentiated learning is closely related to Ki Hajar Dewantara's educational philosophy, values and roles, driving teacher vision, and positive culture. One of the pedagogical philosophies according to Ki Hajar is the "among" system, where teachers must be able to guide students to develop according to nature, which is very suitable for differentiated learning. This is because there is a learning process in a differentiation approach that directs students to acquire knowledge while still considering their learning styles, abilities and interests.

In this research, there are already people who have conducted research using experimental methods to find out the advantages of differentiated learning. The proven results of the research show that differentiated learning curriculum models and media have a positive effect on improving students' attitudes, processes and learning outcomes. They generally believe that the application of models or media makes learning activities more motivating, interesting, challenging and provides many benefits (Yunus, 2009). This has also been proven to be done in history learning in a *Sinta 4* journal with the results that are obtained in differentiated project-based learning, namely that students become active, students can know and can create their works from the museum as an educational and an inspiring learning resource. In addition, teachers can develop the potential of different students through differentiated projects. In its implementation, teachers give freedom within certain limits to students to choose the type of project, participation in work, and the type of social media as a means of publishing students' work (<https://jurnal.usk.ac.id/riwayat/article/view/26643/16247>).

This is also reinforced by previous research through the application of differentiated learning by Laia et al (2022) explaining that there is a positive influence on the application of differentiated learning strategies on increasing learning outcomes and learning motivation of students at SMAN 1 Lahusa which was created by mapping based on learning readiness, interest, and learning profile. In addition, research by Andriani (2023) shows that the differentiation approach can increase students' learning motivation through various learning methods and strategies according to students' needs and abilities. Become The author's anxiety regarding the problem of how to develop learning that supports students, especially in history learning so that students enjoy with learning history that have excellent learning motivation and excellent learning outcomes, but skills must also be balanced. From the background of the problem above, the author formulated the problem: How can differentiation pedagogy understand students' historical awareness? Differentiated learning is implemented on the basis of teacher knowledge at the high school level for students.

II. Material And Methods

Design Study

This research uses a qualitative approach. According to Creswell (2012, p. 4) a qualitative approach is an approach for exploring and understanding the meaning that are describe to social or humanitarian problems. Qualitative research aims to explain and analyze phenomena, events, activities, social beliefs, perceptions and thoughts of individuals or groups. According to Bogdan and Taylor (1982), it is a research method that produces descriptive data about the behavior and words of people who can be observed. Using a naturalistic inquiry model, the main reason for naturalistic inquiry as a qualitative research is research that aims to understand the phenomena experienced by the subject holistically or completely (Moleong, 2011, p. 6). This is in accordance with the researcher's research, namely that wants to know how high students' historical awareness is when learning history and how teachers encourage students to be aware of history in learning history by using various methods that have been used by teachers, especially the differentiated strategy approach in the independent curriculum or the 2013 curriculum.

Location Study: This research was carried out at SMA Negeri 3 Cirebon which is located on Jl. Ciremai Raya No.63, Larangan Village, Harjamukti District, Cirebon City, West Java Province, 45141 and located at the Region X Education Office branch, West Java Provincial Education Office.

Duration of Study: September 2023 to November 2023

Sampel Size: In this study the author took three classes consisting of class XI-I with 35 students, XI-G with 34 students and XI-E with 36 students.

Sampel Size Calculation:

This sampling technique was random, not determined by the researcher, but adjusted to school policy. The reason the researcher took three classes was based on the approval of the Deputy Head of Curriculum which had been agreed upon at the beginning of the research arrival, determining which classes. Therefore, the author cannot choose the class sample himself. Second, these three classes, according to the teacher's recommendation, are classes that vary in their learning styles, making it possible to gain a deeper understanding of the phenomenon under study with the number of learning styles in each class being different. Students choose subjects because they experience the learning process and receive material during class by educators. History subject teachers, because they have educational knowledge such as models, approaches, methods and sources of printed materials consisting of journals and textbooks. Apart from that, the deputy head of the school for curriculum, the reason for looking for information on student learning style data is not only from history teachers and educators' learning in classes that is connected to the curriculum, in addition to the school's vision and mission. Deputy Head of Education for students, the reason is looking for information about students in the school environment and extracurricular activities. The reason for selecting and determining the subject is due to the learning strategies applied by educational students related to changes in technology and the Ministry of Education and Culture's curriculum policies, especially in differentiated learning.

Procedure Methodology

In this research, several steps were carried out, including:

1. Preparation Stage

Before conducting research, there are several activities that researchers undertake, starting with conducting a research proposal workshop, after receiving feedback from peer reviewers, the writing group filters and consults with the instructor, then edits it. The next step is to look for information and take care of administrative issues in the form of research permits.

2. Orientasi Stage

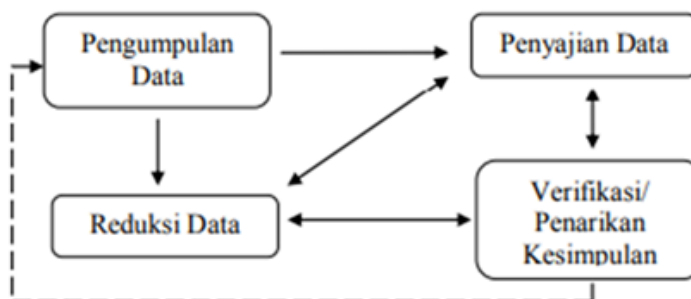
Educational public relations in this case represents SMA Negeri 3 Cirebon, the school that the author is researching or targeting. Apart from that, researchers were instructed to go directly to SMA Negeri 3 Cirebon, which in this case was represented by the Deputy Principal for Public Relations. Apart from that, officially submit an application through the Deputy Principal for Curriculum. The researcher immediately contacted the history teacher at SMA Negeri 3 Cirebon to ask about his willingness to be the subject of research on teaching history in the classroom after receiving approval and recommendations from the school. The researcher offered to take part in learning activities in class after receiving permission from the history subject teacher. The goal is to gather background knowledge, understand field conditions in their natural environment, and narrow the research question. In addition, this stage also provides an opportunity to investigate the emphasis of the research topic in more detail.

3. Exploration Stage

Data collection during the onboarding phase is referred to in this step. A more focused picture and vision is obtained through this stage. To ensure that all necessary data has been collected, this stage provides clearer guidance for conducting a data collection approach that includes direct observation, interviews, documentation of determined subjects, and both.

4. Data Analysis technique

According to Miles and Huberman's interactive analysis model (1992, p. 16), this analysis consists of three basic components. Data reduction, data presentation, and drawing conclusions or verification are three strands that can be discussed in more depth.



III. Result

Implementation of differentiation pedagogy learning related to Class XI Historical Awareness

According to Tomlinson in his book "How to Differentiate Instruction In Mixed Ability Classroom" it is explained that differentiated learning is an effort to adapt the learning process in the classroom to meet the individual learning needs of each student. What is meant by the learning process is that we adjust and adapt the behavior, potential, learning style and learning readiness of students to get the goals to be achieved in learning. And then to meet the different learning needs of students does not mean that differentiated learning teachers have to teach with different number of classes. For example, 25 students have to learn 25 in different ways for teaching and doing assessment which do not like that.

Differentiated learning also does not mean that teachers have to group the smart with the smart, the less with the less. On the contrary, it is not the same as giving different tasks to each student. Differentiation learning is not chaotic overlapping learning. Neither educators have to make several learning plans nor educators have to go around here and there to help A, B, C or D at the same time. Because teachers are not angels with wings or Batman here and there.

Thus, differentiation learning is learning that has its own characteristics that are different from other learning, where differentiation learning is learning that accommodates students' learning needs, the teacher's role is to facilitate students according to their learning needs. To increase one's potential in accordance with three concepts, namely readiness, interest and learning profile. Where teachers are also more creative and innovative to meet students' learning needs in the learning and teaching process with fun models, strategies and approaches.

According to Tomlinson (2001), whatever students do in class, including their learning attitudes and performance, is a source of information for understanding learning needs, so that observations are the best solution for delays in assessments. The Ministry of Education and Culture has published several diagnostic assessment guidelines containing non-cognitive and cognitive. From the learning style data in history learning, three types of auditory, visual and kinesthetic are produced, in accordance with the theory of Deporter & Hernacki (2015). Whatever the learning style, teachers try to encourage history learning so that students first understand the material using various methods, models, approaches, strategies and so on. One, teachers develop competency pedagogy in the independent curriculum. One important aspect of the independent curriculum is starting differentiated learning.

Ki Hadjar Dewantara's thoughts gave birth to the concept of liberating humans through learning or known as the Among system, namely educating children to be independent in their minds, thoughts and energy (Rukiyati & Purwastuti, 2015), there is an element of subjectivity in assessing students' attitudes in class. There are standardized tools or modules for the independent curriculum that make it easier for teachers to get the right data. This curriculum gives freedom to students, teachers and schools to regulate its own implementation according to their environment.

Seeing that the scope of the school environment is limited for outdoor learning. Moreover, there is not enough time, the learning process is only carried out in the classroom. The implementation of learning is carried out in the classroom, the teacher uses a student center approach, because by using a student center the learning process occurs in two directions, each of which has its own role. According to Freire's theory, this makes teachers and students active subjects.

The rationale for the differentiation learning strategy is that students have different growth and development psychologically. Teachers continue to use various methods to understand students' learning needs. Teachers use various methods through direct observation of students' attitudes. Teachers can see the activeness of students, but according to the author, they are still in the same condition when observing, there are those who are active, passive, brave, shy, etc.

Students become active and enthusiastic when the learning model is aligned with their learning style. So there is no need for all material to be delivered by the teacher center. Because if you use a teacher center approach, also is criticized by Freire, this makes students become passive objects. Through this approach, there are no longer people teaching others, or people teaching themselves. Teachers are no longer people a who teach, but people who teach themselves through dialogue with students, who in turn, besides are being taught, they also teach. Freire said that humans teach each other, are mediated by the world, by objects that can be observed which in teacher center style education are only owned by the teacher (Freire, 2001). Freire views this as saying that learners are given the opportunity to create their own knowledge and skills. Likewise with the concept of independent learning, students are also given the opportunity to explore themselves. Paulo Freire's concept of education and independent learning can form a responsible and independent character.

This is implemented by SMA Negeri 3 teachers in the process of students exploring various references. Thus, the independent curriculum is very suitable to be correlated with differentiated learning, because referring to the opinion of Bloom's Taxonomy, teachers can clarify students into low to high level thinking skills, starting from remembering, understanding, applying, analyzing, evaluating and creating. Students who are unfamiliar with the lesson can be asked to complete tasks at the level of remembering and understanding. Meanwhile,

students with better mastery are asked to apply and analyze content, and those with a high level of mastery are asked to complete evaluating and creating tasks.

As It is stated by Tomlinson (2001) in *How to Differentiate instruction in mixed-ability classrooms*, there is no "same recipe for teachers" in good differentiated learning practices. Teachers implement it according to personality, nature of the subject, grade level that is being taught, and student profile. However, Tomlinson underlined two things that teachers who implement differentiated learning have, namely the belief that students have different learning needs, and the belief that an active and participatory classroom will be more effective in learning than a passive classroom. This belief is important as teacher capital to improve the quality of learning. Therefore, Minister of Education and Culture Decree No.56 of 2022 Minister of Education and Culture Nadiem Makarim made several breakthroughs in improving Indonesian education (<https://pskp.kemdikbud.go.id/produk/article/detail/3232/implementasi-kurikulum-yang-berfokus-pada-siswa>).

The quality of learning is determined by the teacher with setting learning objectives and indicators that students want to achieve. Apart from that, methods, models, strategies and approaches also influence the implementation of learning. Thus, teachers implementing this differentiation need motivation, competence, sufficient time and support from all parties, for example schools, MGMP, IHT, Webinar, PMM and others. So not all teachers are interested in doing it. Therefore, teachers need to focus on developing pedagogical competence.

Teacher pedagogical competency through completing PMM and training together with other teachers aims to ensure that educators can understand the concept of differentiated learning and have competence in implementing various existing learning innovations. This training runs simultaneously with the students' educational calendar. New educators are provided with differentiation learning and non-diagnostic assessments in the middle of the educational calendar schedule, so that non-diagnostic assessments are carried out at the beginning of learning. Carrying out trigger questions should be at the beginning of learning, but instead it is in the middle of learning.

The next thing that needs to be considered is that teachers can make modifications to the teaching modules that have been created regarding the five elements of learning activities, namely in terms of subject matter, process, product, environment and evaluation. The opinion (Marlina, 2019: 11) is that the focus of attention in differentiation learning lies in the way the teacher pays attention to students' strengths and needs. The differentiation learning process has several stages in implementing it.

In implementing content differentiation, there are teachers who implement differentiation in all material, giving students the freedom to learn and be responsible for the tasks given. Students are given access to study in groups or independently, from various sources, including books, videos, pictures and so on. So it can be adjusted to the abilities of each student. The application of differentiated learning is needed so that students can understand the learning material well according to the conditions of the students. A simple thing that teachers can do to start differentiated learning is to group students according to their characteristics in the form of the same learning style, for example kinesthetic and kinesthetic, the reason is so that in group discussions they have the same frequency.

Group division with different content differentiation for each group. The author focuses on slow and fast perspectives in observing classes in history learning. Because it cannot be denied that in some classes there are definitely students who have the ability to think quickly and some who need time to understand directions. Second, product differentiation is equalized by all groups, namely making infographics, dioramas, mindmaps, posters and so on to be collected. Students are given the freedom to choose products, with the agreement that they choose to be generalized to one class to make posters. According to (Faiz, 2022:2848) there are two focus points in product differentiation, namely challenge and creativity. However, teachers need to give students clear criteria for creating a product.

Differentiation forms learning outcomes and provides opportunities for students to demonstrate understanding through presentations to explain historical material. Material in history learning regarding the resistance of the Indonesian people to European colonialism until the beginning of the 20th century. The independent curriculum material is condensed, so just take the core material. Teachers also consider the nature of the material. So the teacher can find out whether the main point in the material is more effective if differentiated or not. Because the material is condensed in class XI, in the end, the aim remains to provide learning that focuses on the main content. so it can be differentiated in the form of content, products, processes.

Teachers provide learning materials based on students' real daily lives, because curriculum development is also an effort to achieve educational goals. That it is not enough for them to be given cognitively, just to memorize facts, but to invite them to look at the current context. In implementation, teachers take these actions so that students are wiser, more responsible and wiser in acting as students. The role of students whose task is to learn with the focus they want to achieve is core/essential material, character development and student competence. The competency achieved for students is being able to understand

historical material through a learning process with the theme of the Indonesian people's resistance to European colonialism until the beginning of the 20th century.

The above material competencies are to be achieved in the learning objectives for students regarding indicators of historical awareness. Historical awareness is the result of a person's understanding of past events resulting from human activities that use this understanding for the benefit of the present and planning for life in the future. The next generation of the nation has an attitude of historical awareness to secure, maintain, develop and pass on culture. Interest is a form of individual attention to an object. However, today's students have very little interest in learning, especially in learning history because it is not very important for their future careers, at the time of observation. However, learning history is important so that they can understand the meaning of history and its impact on their future. In order for the younger generation's historical awareness to grow even higher, it is necessary to take a positive faith approach to learning.

Learning history in the independent curriculum gives students the opportunity to collaborate wisely with tools including digital media that support the learning process in class. To apply process differentiation, it is not easy for teachers because they have to pay attention to students. For teachers, what is important in the learning process is that they feel happy, where as a result of observations, students easily understand language styles with Mrs. T so that they can complete assignments in the form of products. Therefore, in terms of building historical awareness for students, they must involve technology that is relevant to today's young people.

However, the sub-materials are differentiated. This sub-material concerns the resistance of various regions during colonialism and imperialism, including in particular the resistance of the Cirebon people or what is known as the kedongdong incident. The author focuses on his own area because in his own environment there are still historical remains such as buildings, sites and events. Students explain the material, as is stated by the teacher from the interview results, to achieve learning objectives in accordance with indicators of historical awareness so they can understand the material. However, in its implementation, not all indicators of historical awareness can be conveyed to students, by seeing the results of interviews with teachers as follows

"Yesterday it was an indicator of understanding the meaning and essence. Then the students get to know the nation better, especially yesterday there was a discussion about the Kedongdong war, this means i they know that this event also occurred in their area. This means they also protect historical heritage in Cirebon. That these indicators are like everything that goes into cultivating history for coaching is also true. But it seems that, getting to know themselves better, they come to know. Learn about the impact of colonialism, so they know that the sugar factory is a souvenir from colonialism, and they can protect this historical heritage. They said in what way, what was that, this was an accident, ma'am," (interview with Mrs. T, 20 November 2023).

Research from the results of student observations explains that historical material is only memorized by asking when, who, year, place, figures about regional resistance during colonialism and imperialism. Based on a study that is conducted by Santoso (2017, p. 32), it is explained that in the history teaching and learning process many problems are found, one of which is key in the teacher's understanding of the position and position of history education.

Overcoming this problem, students are led to just remember without realizing the efforts to develop high intellectual abilities and attitudes (Partington, 1980). As expressed during an observation by one of his friends, the historical legacy of colonialism and imperialism in the culinary field is *jamblang* rice. This refers to Robert F. Berkhofer (1931-2012), a historical philosopher from the United States, who stated that historical awareness is based on awareness of time through past experiences (Berkhofer, 1969).

Because it will grow the collective memory of students and the community, togetherness and a sense of caring for each other because they are bound by the same life history. It is very important because it refers to a collection of shared memory knowledge and information from a social group that is specifically related to the identity of a group (Roediger & Abel, 2015). The identity of the surrounding environment can make students familiar with their region, nation and country. Where they are part of society itself. As the results of the student and after the learning took place, they thought that.

During colonialism and imperialism, there was regional resistance, especially the kedongdong incident that Mrs. T once explained, the Chinese came here where the Dutch colonialists, natives and Chinese fought against each other, it became an unforgettable piece of history. Maybe the impact is that many Chinese people live here today and they can still live in tolerance with the native people, they are making the surrounding community more prosperous by opening a gold shop now. The famous gold shop owner is Chinese. Even though it is unique, history definitely has mystical things, such as historical buildings in Cirebon, for example the BAT building, the hospital in Arjawinangun, BNI Bank and so on.

There are actually two lessons that can be taken from these incident, that are negative and positive things. The positive thing is that we must respect each other and be tolerant of differences, whether in terms of religion or whatever. In terms of heritage, we as generation Z can enjoy the results of infrastructure and buildings and sites, all of which provide benefits for our own region, there is a budget income for the region, especially like the sugar factory building which was reopened today which was closed for a long time. The

negative aspect is that art, buildings and historical sites that have been uninhabited for a long time certainly have a mystical effect (MRNA interview, October 31, 2023).

From these results, it can be seen that students form characters from their community environment, both from stories from their parents and from previous experiences that they have had. This is in line with Helius Sjamsuddin's opinion stating that history as past experiences enables humans to be 'educated' and 'learn' to become wiser. Humans must be able to draw on lesson values as life guidance and inspiration for the future.

One of the values of this learning is tolerance. Tolerance also involves mutual respect and cooperation between different groups whether ethnically, linguistically, culturally, politically or religiously (Suradi et al., 2020). So one effective way is to embed it in learning, one effective learning in instilling tolerance is history learning (Utomo & Wasino, 2020). This is because one of the goals of learning history is to shape national character, which includes mutual respect or tolerance (Hasan, 2012).

This is related to the independent curriculum implemented in schools. The Minister of Education and Culture said that students and teachers would be asked about the values of Pancasila and their level of security in the school environment. In this way, efforts to realize the Pancasila Student Profile (P5), especially faith, devotion to God Almighty, noble morals, and global diversity can be achieved. This is contained in the Law of the Republic of Indonesia Number 20 of 2003, Article 3, which explains that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent. Furthermore, the ministry's policy also extends to the values of diversity and the direct practice of tolerance.

In the opinion of Ahmad Najib Burhani, a researcher at the National Research and Innovation Agency, he added that we all have a responsibility to develop a tolerant attitude to life. Not only is life segmented in differences, but also diversity, diversity is truly realized with all of us. Because of in learning, what Nadiem said, the psychological relationship between teachers, parents and friends around us, plays an important role in the sustainability of a conducive learning ecosystem (<https://gtk.kemdikbud.go.id/index.php/read-news/index.html>). Thus, an ecosystem that is not conducive, such as intolerant things that occur within it, must not be allowed to exist in the educational environment.

History education and history learning also have the aim of forming individuals with character and historical awareness, one of the main things being so that they do not repeat mistakes that have previously occurred or been made. Apart from that, historical awareness is also expected to be able to provide ways of thinking to solve problems and foster critical thinking attitudes and abilities. Basically, history learning aims to convey that history is not only understood as a series of events, but also an appreciation of the meaning and essence of history for the present and the future. It's just that the delivery depends on the teacher's abilities and the methods used.

This means that there are many benefits from studying regional history, students can understand and improve historical attitudes in affective and cognitive terms. One of the abilities that can be improved through local history is historical awareness. Historical awareness itself can form historical insight and a historical view that shows the continuity of everything (Kartodirdjo, 1993, p. 51). In the end, historical awareness is not only a link to dark events in the past, but also to learn lessons from every event in the past as a driving force for mutual tolerance and respect for each other to strengthen regional identity.

As it is stated by (Hariyono, 2017, pp. 161 and 166), in learning humans are not only spectators, but also have the opportunity to become actors in history in the present and future. The uniqueness of history in the surrounding environment can be considered as part of local genius, so that we can learn from aspects contained in historical events in several regions. Several areas have long experience of dealing physically with foreigners who always oppress and dominate the natives, namely Indramayu and Cirebon. In the end, teachers strive in the learning process to preserve historical heritage, and to preserve the nation's culture both around the environment and in the wider environment as an effort to preserve history.

The use of this material itself can be found at the middle and high school education levels, which allows students to learn about historical heritage, both cultural, sites and buildings around them. And the lessons they take advantage of can be applied in their daily lives. In the history learning process when the author observes, If teachers do not include material about their own regional resistance which is related to resistance from other regions during colonialism and imperialism, the millennial generation which is dominated by youth, they do not know much about the events of the Cirebon people or known as the kedongdong incident. Moreover, if history learning is combined with the latest technology, students or the public can learn about the history around them very easily.

Therefore, In fact, this is due to the students' views which are partly negative and positive towards history, this kind of impression is what makes some students less interested in understanding the history of their nation, let alone appreciating and practicing the values contained therein which causes the understanding of historical awareness to be not all low or not of interest. towards history learning. However, there are several factors, namely that interest in learning history, students' thoughts can change during the process according to

environmental influences and so on. It could be that teachers apply inappropriate methods, models, strategies and approaches. Ultimately, learning objectives can be achieved by students reaped positive results because all students carried out the assignments and discussions and some of them showed progress in understanding historical awareness.

Differentiation of the history learning process during teaching and learning activities takes place to monitor the development of students' level of understanding through evaluation to see whether the learning objectives are successful or not. Evaluation of teaching and learning activities at school during discussions. At the beginning, teachers should provide an initial cognitive or competency assessment to check students' readiness. Formative assessments are usually given at the same time as the learning process with questions that are still related to the material that has been discussed. However, the teacher provides an assessment in the form of verbal trigger questions in the middle of the material that has been discussed.

Teachers assess the learning process to students into three things, namely attitudes, knowledge and skills. During the discussion, the teacher creates a rubric as an instrument for assessing students in the independent curriculum with group criteria in the form of completeness of material, writing of material, presentation skills, activeness during activities, attitude of appreciation and respect for other people's opinions. Rubrics make learning active and provide fast feedback. The rubric instrument is an effective tool for assessing the learning carried out (Suwarno and Aeni 2021:167). Additional value apart from those mentioned above is timeliness in collecting product assignments to make posters. If there is an attitude, use another method, namely giving signs to active students.

However, as long as the product is displayed and the material is explained, the teacher should apply peer and self-assessment, this has not yet existed. Even though it is important to have peer and self-assessment, as it is stated by the Research and Development and Bookkeeping Agency (2021:35), the first principle of assessment is an integrated assessment of the process, facilitating learning, and providing holistic information. According to Sirnawati (2018: 451), self-assessment provides an opportunity for students to be responsible for the knowledge they gain, which has many benefits for students.

Cirebon State High School 3 teachers also have not carried out any enrichment or remedial activities. Students whose academic grades are good or not must be monitored and paid attention to so that they can be consistent and even improve their grades. Educational Standards, Curriculum and Assessment Agency (2022:35) teachers can carry out remedial and enrichment by using intervals for test scores to improve students' scores. Izzati (2015:57-58) enrichment functions as a program to help students who get good academic grades to continue to expand their knowledge and skills.

Thus, the history learning assessment has been carried out well but not the initial diagnostic or competency assessment. What has not been implemented is a further concern for teachers to continue improving assessment activities, possibly for their own reasons. Even so, history teachers try to apply history learning with a differentiated approach well. Based on the results of interviews and observations, students rated Mrs. T's efforts on teaching materials and the methods used by the teacher with her attitude and language style. Things that have not been implemented in implementing the process on indicators of understanding historical awareness of students are developing special skills, for example regarding asking questions or conducting interviews, observing or visiting, selecting sources, looking for facts and so on in simple research in the field.

Obstacles To Differentiated Pedagogy Learning Related To Class XI Historical Awareness

Implementing history learning by using a differentiation approach is not always smooth, although this strategy is very good and ideal, it is a challenge for history teachers to be creative and innovative. From the challenges or obstacles from a teacher above, he will definitely have the best solution. Moreover, to answer the challenges of the digitalization era of the 21st century, the Minister of Education, Culture, Science and Technology Nadiem Makarim launched an update to the independent curriculum (previously known as the prototype curriculum). Likewise, a material-intensive curriculum system makes teachers' attention more focused on strategies for delivering learning material to students. The indicator of teacher success lies in completing the curriculum targets with complete student grades.

Teachers must face challenges, but teachers must also remain positive. From the explanation of the challenges from the interview results that have been explained above, several conclusions will be drawn, which turns out to be several factors, namely internal and external. Internal factors come from individuals involved in learning while external factors come from indicators consisting of facilities, student background, environment and so on. The following are some of the challenges and obstacles faced by teachers in implementing history learning using a differentiation approach at class XI high school level, as follows:

Teachers have difficulty implementing differentiated learning

Educators, who play a central role in implementing national education, must realize that each student has their own unique characteristics, including dreams, intelligence, talents and diverse abilities (Faiz et al,

2022). However, in reality teachers experience difficulties in implementing this learning. Another difficulty, namely the understanding and skills of teachers, is also caused by the heterogeneity of students (Hehakaya & Pollatu, 2022). As a facilitator, determining content differentiation must involve evaluating learning preparation which refers to the material to be taught.

Teachers can maintain students' interest and provide opportunities for them during the learning process, so that they are actively involved. Not only that, the teacher's task but also includes identifying students' learning needs based on learning profile indicators, indicators of historical awareness which are linked to historical material according to the curriculum which is not easy, so that they are able to provide natural and effective opportunities according to the required methods.

In planning process differentiation learning scenarios, it is important for teachers to understand that students will learn in groups or independently. Teachers also need to determine the amount of assistance that will be provided and whether students can learn independently with guided questions are things that must be considered in designing learning.

And finally, product differentiation in this context includes various learning outcomes, for example writing, speeches, presentations and so on. The aim is to expand students' understanding and provide challenges for creativity and expression in the learning process that students want. Therefore, with the challenges of various aspects, teachers continue to learn and have various experiences with other colleagues who have the same problems as us (forming a learning community), mutual support and encouragement with fellow colleagues who have experience in teacher training driving force, and applying what we have gained and can apply even though it is not optimal from following the knowledge in webinars.

Time Allocation

Teachers find it difficult to group students according to their learning characteristics. In content and learning product are created by teachers themselves, students still feel inadequate in maximizing time allocation in terms of presentations and searching for additional material information. Although differentiated learning is a fun way to teach, it is almost certain that educators do not have enough time to focus on each student individually. The use of methods, strategies and media during history learning activities in class is still not optimal in its application.

According to Kallesta & Ervan (2017), students who find learning difficult often experience several deviations. Characterized by the presence of symptoms in students such as less than optimal learning outcomes, slowness in understanding material and carrying out assignments, incompatibility of business results with what is done, and emotions that are not well controlled by students.

Teachers experience obstacles in implementing differentiated learning

Teachers' obstacles in implementing this learning, when interviewed, where the author adjusted to theory, included the following: first, lack of references to differentiated learning models (Hehakaya & Pollatu, 2022). The differentiation learning model is a tool used in the learning process to analyze and to identify individual differences between students in terms of abilities, needs, interests and learning styles. Lack of adequate resources can hinder the ability to design and to implement effective differentiated learning models. In this context, an explanation of the lack of reference models of differentiation learning would include limitations in the literature, research or practical guidance available to assist educators in designing and implementing appropriate differentiation strategies. Second, the limited facilities and infrastructure in schools (Hehakaya & Pollatu, 2022), the lack of facilities and infrastructure for differentiated learning can have negative impacts, one of which is the absence of learning adjustments.

This means that differentiated learning involves adapting materials, methods and assessments according to students' needs. lack of appropriate facilities and infrastructure can hinder teachers' ability to make these adjustments effectively. As a result, students with different levels of ability may not get the support they need to reach their full potential. However, in reality, teachers as teachers still lack understanding and mastery, meaning not a lack of understanding and mastery, but a lack of desire to want to learn. And we have not kept up with technological developments that can truly support a fun learning process for students, so as not to make the learning process monotonous and boring. In fact, truly differentiated learning requires supportive learning materials to meet the learning needs of each individual.

Family environment

The family environment is very influential in the lives of students themselves. Family conditions between students and their family members are less harmonious, a chaotic home atmosphere or poor economic conditions will affect the condition of students in the learning process.

Motivation

The influencing factor in learning effectiveness is motivation. This can encourage students in learning activities. Motivation is divided into two, namely intrinsic motivation which means support in carrying out activities that comes from within the student, while extrinsic motivation means influence from outside the student so that it influences the student's willingness to learn, for example praise, rules, role models and so on.

IV. Discussion

The implementation of differentiation carried out by history subject teachers still has many obstacles from the results of this research, including the need to develop differentiation pedagogical skills for teachers as well as greater attention to the development of varied learning resources. This aims to determine students' different learning styles, interests and learning outcomes in history learning. This will enable teachers to more effectively accommodate the needs of diverse students and make learning more interesting and relevant to the students' context. Apart from that, it is necessary to carry out more efficient time management in the learning process and carry out regular evaluations and reflections in order to improve the quality of learning in the future. In this way, history learning practices can become more adaptive, interesting and effective in meeting students' needs.

V. Conclusion

Based on the results of research which includes analysis of the history learning process with a differentiation approach, it can be concluded that the application of a learning model that focuses on the needs and individual characteristics of students has a significant impact on understanding the material and active involvement in the teaching and learning process. The use of teaching modules as flexible and contextual learning instruments also allows teachers to adapt learning approaches according to students' needs. However, the challenges faced in implementing differentiation include limited time management, limited resources, and difficulties in overcoming student motivation and interest. Learning evaluation that includes reflection and dialogue between teachers and students is important to improve and increase the quality of learning in the future.

Therefore, there needs to be more focused efforts in optimizing the history learning process by utilizing the differentiation potential more effectively. This includes improving time management, developing more varied learning resources, as well as increasing teachers' abilities to manage variations in student needs. Apart from that, it is important to carry out regular evaluations and reflections to evaluate the effectiveness of learning and formulate better improvement strategies, so as to provide a more satisfying and memorable learning experience for students.

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