



Diversity-Based Learning Strategies in Short Story Text Materials in High School

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Abstract. The objectives of this study were (1) to apply diversity-based learning strategies in short story text material at Muhammadiyah 2 Surakarta Senior High School; (2) increasing students' understanding of the application of diversity-based learning strategies; and (3) exploring students' responses to the application of diversity-based learning strategies. This is explorative qualitative research. The research was conducted at SMA Muhammadiyah 2 Surakarta class XI MIPA 1 in October 2022. The data design was used as the primary data source. Data collection techniques in the form of observation, interviews, and documentation. The data were analyzed by linkage analysis techniques or flow. The data validity technique was carried out using triangulation of data collection and triangulation of data sources. The results showed that the application of diversity-based learning strategies was carried out in several stages, which are introduction, providing examples, and implementation. Students can implement the six Pancasila student profile values in learning activities and create a work, such as short story text by paying attention to the Pancasila student profile values in the contents of the story. There were 5 students received a score of 60, 9 students received a score of 80 and 3 students received a score of 100. This shows that students understand the material given. The students' responses to the application of diversity-based learning strategies were 94% or 16 students said the application of diversity-based learning strategies was fun; 6% or 1 student said the application was unpleasant. In addition, there were 82% or 14 students who considered material delivery and making short stories with a diversity-based learning strategy easy to understand and apply, and 18% or 3 students considered material delivery and the making short stories with a diversity-based learning strategy was not easy to understand and applied. Therefore, diversity-based learning strategies can be applied in general to senior high school students.

Keywords: Learning strategies · diversity · short story text · Senior High School

1 Introduction

A problem that is often found in senior high school students is related to their character. Nowadays many students do not have good manners and morals. In addition, students also behave negatively such as skipping school, cheating, stealing, and others. Therefore,

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it is necessary to teach character education to fix this problem [1]. Students need to get character education as a form of creating a generation with good character. Character education can be done by implementing it in the learning process. Basically, education is not only a place to study, but also a place to form character in students [2]. The activities carried out are by implementing character values [3]. This is a step for character education. Learning activities that include character strengthening activities will help achieve the learning objectives that have been determined. However, strengthening character in learning activities experienced problems after the world was hit by the corona virus outbreak. This outbreak affects the character strengthening through learning process. This is caused by the absence of face-to-face activities because learning is diverted remotely as a form of preventing the spread of Covid-19. The application of distance learning delays character strengthening in students.

The emergence of the Covid-19 pandemic has an impact on the implementation of teaching and learning activities. As a result of the pandemic, it has an impact on educational units [4]. Education units are required to be ready to adapt to conditions like this. As a result, it will have an impact on the learning system [5]. Learning activities are required to be carried out remotely. Learning systems like this are considered a condition of concern for the world of education [6]. Distance Learning (PJJ) is a policy adopted by the Ministry of Education and Culture in dealing with the co-19 outbreak. Distance Learning (PJJ) is carried out by utilizing technology. Learning with distance system is inseparable from the Learning Management System (LMS) [7]. The use of technology in teaching and learning activities during this pandemic will support the achievement of previously determined learning objectives. In addition, involving technology in teaching and learning activities is an effort to train students to be ready to keep up with the increasingly rapid developments in the field of technology [8]. Therefore, educators are required to actively utilize technology in teaching and learning activities.

As a result of this outbreak, teaching and learning process cannot be carried out optimally. This is due to lack of readiness to adapt to the changes [9]. Inadequacies can be seen from the use of technology which is still lacking and the use of inappropriate learning strategies. Basically, involving Information and Communication Technology (ICT) in learning will make learning activities effective and efficient [10]. In addition, with the outbreak, a learning strategy is needed to be applied to Distance Learning (PJJ) system. Learning strategy is the main point in achieving the learning objectives. The use of appropriate learning strategies will affect the directed teaching and learning activities.

Distance Learning (PJJ) has a negative impact on embedding character in students. As a result of the Covid-19 pandemic, which took too long, it disrupted the character building plans for students. Embedding character in students delayed due to remote learning system. In addition, the character development in students is hindered because there is no direct contact between teachers and students due to the online learning system [11]. As a result, as long as learning is carried out with a remote system, the character building is not optimal. This happens because the supervision carried out by educators on students is not optimal. Parents also have lesser role in the growth of character of their children. This is the reason that require learning strategy that can be used as an effort to develop character in students.

Minister of Education and Culture Regulation Number 22 of 2020 on the Strategic Plan of the Ministry of Education and Culture for 2020–2024 is one of the important references to government policy regarding Character Education Strengthening (PPK) [12]. The Pancasila student profile is a national policy that supports character strengthening programs [13]. The policy contains the profile of Pancasila students. The Pancasila student profile is an effort to implant Pancasila values in students with the aim of creating competent lifelong learners. Pancasila student profile is an attempt to support the objective of education to develop the nation [14].

After Face-to-Face Learning (PTM) was allowed, it was an opportunity for educators to improve the order of teaching and learning activities that previously could not be carried out optimally due to the pandemic. Improving the order of teaching and learning activities is related to character building in students who previously experienced obstacles and could not be carried out optimally. The intended character is the value of the Pancasila student profile which consists of 6 pillars.

Efforts that can be made by educators in improving the post-covid-19 educational order are by implementing learning strategies in accordance with the existing problems. Learning strategies that can be applied are diversity-based learning strategies. The diversity-based learning strategy is a strategy aimed at strengthening the value of the Pancasila student profile in students. A good learning strategy is when the learning process gives an active role to students [15]. It aims to create a generation that has good character values. This diversity-based learning strategy is one of the efforts that must be made in the learning process, considering that the quality of students' character has decreased due to the co-19 pandemic..

Learning strategies become the main key in the success of teaching and learning activities. Choosing the right learning strategy will affect the success of the learning process [16]. By using or implementing strategies that are good and in accordance with the character of students, teaching and learning activities can be carried out optimally. The strategies used in learning will affect the success of learning [17]. Teaching and learning activities are said to be successful when the objectives of the learning can be achieved properly. This learning objective can later determine the success rate of strategies used in the learning process. It can also verify the suitability of teaching materials with the strategies used.

Based on the problems above, the objectives to improve the quality of learning after the covid-19 pandemic and character embedding are (1) implementing diversity-based learning strategies in short story text material at SMA Muhammadiyah 2 Surakarta; (2) increasing students' understanding of the application of diversity-based learning strategies; and (3) knowing students' responses to the application of diversity-based learning strategies.

2 Literature Review

2.1 Theoretical Review

2.1.1 Learning Strategies

One of the most important aspects of learning activities is to pay attention to learning strategies. Learning strategies have a very important role in achieving learning objectives. Learning strategies are processes carried out by educators and students with the aim of achieving learning targets [18]. Learning strategies are included in approaches that contain instructions in carrying out learning activities [19]. In addition, learning strategies must be mastered by educators to support teaching and learning process in order to achieve pre-determined learning objectives [20]. Applying learning strategies that are appropriate to the characteristics of students can support successful learning. Therefore, in achieving the goals and success of learning activities, educators must apply appropriate learning strategies to the characteristics and conditions of the class.

This learning process is related to learning objectives. A directed learning process will support the achievement of learning objectives. In the learning process, a strategy is needed that fits the needs. Basically, learning strategy is a directed learning process in creating effective and efficient teaching and learning activities. These effective and efficient learning activities will later achieve learning objectives. Learning is an interactive activity between educators and students with existing goals [18]. Educators have a very important role in choosing the right learning strategy in the learning process [21]. Therefore, educators are needed with the ability to choose strategies and use the right media according to the needs of learning activities.

The creativity of educators is needed in determining the right learning strategy. In addition, educators must also pay attention to the needs and characteristics of each student. This is because the use of inappropriate learning strategies in teaching and learning process will affect the achievement of learning objectives. But on the contrary, if the selection and application of learning strategies is appropriate, it will support teaching and learning activities with predetermined goals. Learning strategies that suit the needs will support teaching and learning activities, such as objectives, materials, use of media, and others [22]. In the learning process, the right strategy is needed to have higher interest and enthusiasm of students in learning. It is to achieve mastery of the material and skills of students in learning [23].

2.1.2 Diversity Value

Character education is an effort made to develop life values with the aim of creating a generation with good character. Character embedding cannot be done in just one stage, but require several stages and with many supporting factors [24]. Character education is a form of creating generations that are competent and have good morals [25]. Character education is a process for embedding morals in students to be able to face the coming globalization [26]. Therefore, character education is one of the important points that must be considered by educators. Character education can be embedded through formal or

non-formal education. Character education is considered important. This is in accordance with the backgrounds of importance of character education which are:

- a. Character is an important part of human being.
- b. At this time the character of the nation's children has decreased, especially after the Covid-19 pandemic which affected the education system.
- c. There is desolation in life, by justifying all efforts or actions.
- d. The character of the nation's children influences the development of the country.

Character education that can be embedded in students in accordance with Ministry of Education and Culture policies is the value of the Pancasila Student profile. This is inseparable from diversity. There are six pillars of Pancasila student profile values which can be explained as follows:

- a. Dimensions of Faith, Fear of God Almighty, and Noble Morals
The first pillar of the value of the Pancasila student profile is related to religion. It aims to create the nation's next generation who have good morals [27]. There are 5 main elements, which are religious, personal, to humans, to nature, and to the state.
- b. Dimension of Global Diversity
Global diversity is related to noble culture, locality, and identity. In this case a student must have global diversity. Global diversity is a form for creating characters that are open minded in the future [28]. There are 3 main elements in global diversity, which are knowing and appreciating a culture, having communication skills, and being responsible. This is a form of respecting differences [29].
- c. The Collaborative Dimension
This ability in mutual cooperation needs to be embedded in students. To live a social life requires mutual cooperation. There are 3 main elements, which are collaborating, caring, and sharing. The ability to have mutual cooperation is the ability to work together and help each other [30].
- d. Independent Dimension
Independent value is important because students in life are required to be independent in dealing with various situations. The objective is not to depend on others [31]. There is an important element in being independent, which are being aware of yourself and the situation that is happening.
- e. Dimensions of Critical thinking
Students are required to have the ability to think critically about something. This critical thinking can be done by processing an event or a problem [26]. There are 4 main elements in critical thinking, which are obtaining and processing information and ideas, analyzing and evaluating reasons, reflecting on thoughts, and making decisions.
- f. Creative Dimensions
Self-creativity is needed to face globalization. Creativity will provide benefits for life in the future [32]. There are 2 main elements in creativity, which are producing works and taking action.

2.1.3 Short Story Text

Short stories are fictional literary works that have been packaged in such a way as to create stories that can be enjoyed by all kinds of groups. Short stories are one of the

media used by writers to tell their own or other people's experiences packaged using the author's imagination [33]. A short story is a text that only takes about 10–30 min to complete the plot [34]. Short stories are a form of imagination from the author in telling various symbols and elements [35]. These symbols and elements are created because of the empirical experience of the author, the experiences of other people, and the imagination of the author. Short story is a story that contains happiness, sadness, or other feelings [36]. Short stories can be called as prose fiction. This is because the story presented only focuses on one conflict [37]. It can be concluded that a short story is a story packaged by the author in such a way that the reader can enjoy it.

Short stories written by the author have been packaged in such a way by taking into account the intrinsic and extrinsic elements. Intrinsic elements in a short story can be in the form of themes, characters, and others. The extrinsic elements of a short story can be the background of the community, the author's background, and the values contained in the short story. These intrinsic and extrinsic elements will later make the storyline interesting, so the reader will be carried away or able to feel the story. Intrinsic and extrinsic elements in a short story can form a literary work, such as the storyline of the short story itself [38]. Therefore, making or composing a short story must pay attention to the building elements of the short story itself. This aims to create a special attraction for its readers or connoisseurs.

Short stories are favored by many readers or connoisseurs of works compared to other literary works. Basically, short stories become popular works and provide a place for everyone to write every week like newspapers [39]. Short stories are in demand by many people because the language used is easy to understand [40]. This is because the language used in short stories is easy to understand and can be completed within 10–30 min of reading it. Short stories have many types, such as funny, youth, horror, or other stories. In addition, short stories are also easy to find. Short stories are usually packaged in print and digital media. They are usually published in newspapers or other media that are easy to find.

2.2 Relevant Research

Several researchers have conducted research in relation to learning strategies, the value of Pancasila student profiles, and short story texts. [41] conducted research in relation to the application of index card learning strategies. The results of the study show that the index card learning strategy can affect student learning outcomes.

[42] conducted research in relation to the application of learning strategies in supporting the skills of students. The results of the study show that the use of learning strategies can affect students' skills. This intelligence-based learning strategy can support students to be skilled in writing.

Research in relation to the value of the Pancasila student profile has been carried out by [43]. [43] conducted research in relation to globalizing the value of Pancasila student profiles in learning activities [43]. The results of the study show that the embedding of Pancasila values can be carried out in class and can be applied in the P4 program.

[44] conducted research in relation to the value of the Pancasila student profile in increasing the value of diversity in students [44]. The results of the study show that the value of the Pancasila student profile needs to be embedded in students.

Research on short story texts has also been carried out by several researchers. [45] conducted research in relation to the use of discovery learning strategies in short story texts. The results of the study show that the implementation of these strategies can increase students' grades.

[46] conducted research in relation to the implementation of Pancasila values in learning short story texts. The results of the study show that the implementation of Pancasila values in learning short story texts can affect student learning outcomes.

From several studies that have been conducted by researchers, it can be concluded that in conducting learning it is necessary to use the right strategy. This also supports the improvement of the quality of learning and the character of students after the Covid-19 pandemic. Therefore, a study "Diversity-Based Learning Strategies in Short Story Text Materials in High Schools" is needed.

3 Research and Method

This research is explorative qualitative research. Qualitative-explorative research is used because in conducting research, the writer tries to create a new theory by developing the previous theories. The location of this research was conducted at SMA Muhammadiyah 2 Surakarta class XI MIPA 1. This research was conducted in October 2022. The design used in conducting this research was in the form of teaching-learning activities and results. The data design used as a primary data source. The data used in this study are in the form of implementation, student work, and student responses to activities implementing diversity-based learning strategies. The techniques used in data collection are observation, interview, and documentation techniques. Observation techniques are carried out by observing and implementing teaching and learning activities. As for the interview technique, it was conducted with Indonesian language subject teachers. Finally, documentation techniques are carried out by documenting various activities in implementing diversity-based learning strategies.

The data were analyzed using linkage analysis techniques. The main components were analyzed using linkage analysis techniques, such as data collection, data reduction, data presentation, and drawing conclusions and verification. Data collection was done verbally. Furthermore, the data that has been obtained enters the reduction stage with the theory of Pancasila student profiles and short story texts. After that, the data was selected and validated with theoretical triangulation. The next step is the presentation of data which is done by analyzing qualitative data using the description method, as well as quantitative data using tables, diagrams, percentages, and numbers. The data validity technique was carried out using 2 techniques, which are triangulation of data collection techniques and triangulation of data sources. Triangulation of data collection techniques is done by checking the data with the same data source but the techniques used are different, while triangulation of data sources uses a comparison technique to the truth of the phenomena from the data obtained.

4 Result Discussion

4.1 Application of Diversity-Based Learning Strategies

4.1.1 Introduction to Diversity-Based Learning Strategies

Diversity-based learning strategies are efforts made with the aim of forming the Pancasila profile character in students. This diversity-based learning strategy aims to create a fun learning atmosphere by focusing on improving the quality of learning for students. Good learning quality is an illustration that teaching and learning activities can be achieved properly [47]. Improving the quality of this learning is focused on improving the value of the Pancasila student profile. The value of the Pancasila student profile is one of the efforts made by the Ministry of Education and Culture so that it can produce young people who have character values and grow to become intelligent generations to face globalization. Pancasila student profile is a form of competence that must exist in students [48].

Educators are required to create teaching and learning activities that can improve the character of students. Strengthening this character is intended as a form of self-improvement due to the Covid-19 pandemic. One form of strengthening the character of Pancasila students can be implemented in one of the materials in Indonesian language subjects, which is Short Story Texts. The form of strengthening in this material is by using diversity-based learning strategies. Students with diversity in the form of Pancasila student profile values are expected to become good individuals as a provision to face globalization [10]. Integration of Pancasila student profile values in Islamic religious education learning activities [49]. The results of the study show that the integration of Pancasila student profile values into Islamic religious education is the right thing to face the development of the era.

This diversity-based learning strategy is implemented in class. There are two types of application, in the learning process and in the student' work. In implementing this diversity-based learning strategy, students are formed into several groups of 4–5 members. The grouping is to enable discussions among the group members. In the process of this group discussion, students discussed the value of the Pancasila student profile and the building elements contained in the short story. The short stories analyzed were provided by educators by taking from short stories from one of the 2020 Kompas.com publications. After the discussion, each group will present the results of the group's work and will be responded by other groups.

In the next stage, students can create literary works in the form of short stories. Short stories made by these students must pay attention to the value of the Pancasila student profile and the building elements of the text. This activity was carried out in several stages, such as determining the theme, making the framework of the short story text, and making the complete short story text. In this activity students are also formed groups with the aim of determining the theme. The themes that have been agreed upon by each group will then become a framework for individual systems.

This introduction process can be used as a direction for students in carrying out the learning process. This becomes the basis for students to understand and comprehend what it would look like if they had implemented the diversity-based learning strategy. Through the application of diversity-based learning strategies, students' creativity can

be increased by creating a text. In addition, implementing this strategy can implant Pancasila student profile values in students as a form of instilling character in students.

4.1.2 Providing Examples of Diversity-Based Learning Strategies

After students have images and directions in learning activities, the researcher gives examples of implementing diversity-based learning strategies correctly. The researcher will present a short story text from 2020 Kompas.com which is different from the text that will be analyzed by students. Researchers will show students quotations of short stories that contain the value of the Pancasila student profile. To see whether students understand the value of the Pancasila student profile in the text of the short story, the researcher appoints a student with the initials STN to explain why the quote is included in one of the pillars of the Pancasila student profile value. After that, the teacher will assess the responses of these students. Then, the same activity was also carried out for students with the initials STNK with different short story quotes. In this case, the researcher will provide an understanding that the activities carried out are activities to analyze the value of the Pancasila student profile and the form of implementation of the value of the Pancasila student profile in learning. Expressing opinions by students with the initials STN and STNK is an implementation of the value of critical thinking. This effort is carried out with the aim that students understand the application of diversity-based learning strategies.

4.1.3 Implementation of Diversity-Based Learning Strategies

After giving examples of the application of diversity-based learning strategies, 17 students at SMA Muhammadiyah 2 Karanganyar class XI MIPA 1 tried to apply diversity-based learning strategies in the learning process and students' work. In the first activity, each group will discuss the value of the Pancasila student profile in the text of a short story entitled "*Berita Kematian di Media Sosial*" by Yudi Ahmad Tajudin which was published in Kompas.com in 2020. In addition, each group is also asked to analyze the building blocks of the short story text with group codes A1, A2, A3, and A4.

The strategy used in the learning process must be in accordance with the characteristics of students. The use of the right strategy will affect the learning process [50]. The diversity-based learning strategy is a learning strategy aimed at implanting the value of the Pancasila student profile in students. Learning strategy is a form of learning innovation [51]. Therefore, diversity-based learning strategies are one form of learning innovation after the Covid-19 pandemic. The character of students during the Covid-19 pandemic has decreased because there is no inner interaction between educators and students. It has become an observation for educators in improving the learning structure. By carrying out Face-to-Face Learning (PTM), it becomes a place for educators to implant the character of Pancasila students through learning activities.

Having faith, fearing God Almighty, and having a noble character were implemented in the form of praying before learning. This prayer activity is carried out together when the learning activity will begin. Furthermore, prayer activities are also carried out at the end of the learning process. In addition, there are several classes that get the first hour in learning short story texts. This is a form of strengthening the character of Pancasila

students on the first pillar, which is faith, piety to God Almighty, and noble character. With the activity of praying before and after this teaching and learning activity, it is hoped that students can become human beings who believe, are pious, and have good morals..

In learning short story texts, single diversity was implemented in the form of presenting the results of group work. This presentation activity is a form of strengthening students' communication skills. In this activity, the other groups will provide responses from groups' work presentation. This activity of giving a response will train students to appreciate the work of other group members. The activity of presenting and responding is a form of strengthening the character of the third pillar of Pancasila students, which is single diversity.

Mutual cooperation was implemented in the form of group work activities. This group activity is intended as a form of implementation of the third pillar of the Pancasila student profile, which is mutual cooperation. With group work, students are expected to be able to work in teams, working together in analyzing short story texts. The system used, in one class students are divided into 4–5 groups. Each group will get a short story text that. The results of the group can be presented as follows.

From the results of the group discussions which can be seen in Table 1, each group found 1–3 values of the Pancasila student profile in the short story entitled “Berita Kematian di Media Sosial” by Yudi Ahmad Tajudin. The profile values of Pancasila students found are the value of faith, piety to God Almighty, noble character, independence, and critical thinking.

Independent value was implemented in the form of individual assignments and Daily Test (UH). Submission of short story text material in class X Indonesian language learning was carried out for 2 meetings with a time allocation of 2 x 40 min at each meeting. At each meeting students will be given individual assignments if the indicators and learning objectives have been achieved. This is a form of strengthening the character of the fourth pillar of Pancasila students, which is independence.

Critical thinking was implemented in the form of critical thinking activities about the surrounding environment, problems, and others. Students are required to be critical of the problems that exist in the surrounding environment. This activity is in the form of reflection and opening one's mind to factual events that are around. With this critical activity towards surrounding problems, it is a form of strengthening the character of Pancasila students on the fifth pillar, which is critical thinking.

Creativity was implemented in the form of managing ideas. This process requires the creativity of students in managing ideas into a short story by paying attention to the structure and language rules of the text. This activity will support strengthening the character of Pancasila students in the sixth category, which is creative. These activities can be one of the processes in strengthening the character of Pancasila students who have declined due to the co-19 pandemic. With learning strategies like this, students will play an active role in learning activities.

After students understand the implementation of Pancasila Student profile values in short story texts and in learning activities, students were asked to make a short story with the theme from each group (Table 2).

Table 1. Group Discussion Results.

Group	The Value of Pancasila Student Profile	Text Citations
A1	Independent	“Setelah meramu segelas kopi...” (Kompas, 12 Juli 2020) <i>(After making a glass of coffee...)</i> (Kompas, 12 July 2020))
A2	Independent	“Setelah meramu segelas kopi...” (Kompas, 12 Juli 2020) <i>(After making a glass of coffee...)</i> (Kompas, 12 July 2020))
A3	Independent	a. “Setelah meramu segelas kopi...” (Kompas, 12 Juli 2020) <i>(After making a glass of coffee...)</i> (Kompas, 12 July 2020)) b. “...mengisinya dengan air dari dispenser di samping kulkas...” (Kompas, 12 Juli 2020) <i>(“... Filled it with water from the dispenser beside the refrigerator...”</i> (Kompas, 12 July 2020))
	Critical thinking	“Aku berusaha menenangkan diri, lalu kuperiksa lagi dengan hati-hati semua medsosku...?” (Kompas, 12 Juli 2020) <i>(“I tried to calm myself down, and then I carefully checked all my social media again...?”</i> (Kompas, 12 July 2020))
A4	Have faith, fear of God Almighty, and have noble character	“...sesudah sholat, aku tak bisa lagi merokok di dalam rumah.” <i>(“... After prayers, I can no longer smoke in the house.”)</i>
	Independent	“Setelah meramu segelas kopi...” (Kompas, 12 Juli 2020) <i>(“After making a glass of coffee...)</i> (Kompas, 12 July 2020))

The activities that have been carried out by students is a form of implementing Pancasila student profiles in learning short story texts. The teaching-learning process like this will improve the quality of the learning itself. In addition, the teaching-learning process like this will create students who have character. These good characters are later expected to produce a golden generation.

Table 2. List of Short Story Themes and Titles.

Group	Theme	Title of Each Individual
A1	Honesty	a. APWM: “Kejujuran dalam Ujian” (APWM: “ <i>Honesty in the Test</i> ”) b. AYPH: “Kejujuran Anak Desa” (AYPH: “ <i>Honesty of the Village Children’s</i> ”) c. MZK: “Jujur di Sekolah Membawa Berkah” (MZK: “ <i>Being Honest in School Brings Blessings</i> ”) d. BPW: “Pegawai Bank yang Korupsi” (BPW: “ <i>Corrupt Bank Employees</i> ”) e. SSW: “Untaian Kata Jujur” (SSW: “ <i>Honest Word Strands</i> ”)
A2	Companionship	a. GR: “Sahabat Terbaik” (GR: “ <i>Best Friend</i> ”) b. SMPK: “Sahabatku Iri Hati” (SMPK: “ <i>My Best Friend Envy</i> ”) c. FAF: “Seorang Teman yang Meninggal” (FAF: “ <i>A Friend Who Died</i> ”) d. EMNA: “Sepanjang Masa” (EMNA: “ <i>All Time</i> ”)
A3	Egoic	a. FAK: “Joko Kendil” (FAK: “ <i>Joko Kendil</i> ”) b. FAN: “Dekrit Pemburuan Vision” (FAN: “ <i>Vision Hunting Decree</i> ”) c. MF: “Anak Pujangga” (MF: “ <i>Poet’s Child</i> ”) d. HAN: “Get up”)
A4	Experience	a. MTNS: “Membeli Montor PCX” (MTNS: “ <i>Buy PCX Motorcycle</i> ”) b. TRS: “Diriku yang Sebelumnya” (TRS: “ <i>My Previous Self</i> ”) c. ZA: “Seorang Pendiam yang Mengerikan” (ZA: “ <i>A Terrible Quiet</i> ”) d. AMK: “Study Group” (AMK: “ <i>Study Group</i> ”)

4.2 Increasing Students’ Understanding of the Application of Diversity-Based Learning Strategies

The learning strategy applied in this study is something that needs to be considered. The use of learning strategies has an objective to provide learning materials, morals, and other training. This will affect the quality of good learning. In addition, the selection of strategies in learning activities will affect the teaching-learning process from start to finish. Strategy affects the success rate of the activities carried out [52].

Table 3. Results of Learning Follow-up Activities.

No.	Initials of Learners	Value
1	APWM	100
2	AYPH	80
3	AMK	80
4	BPW	60
5	EMNA	80
6	FAN	80
7	FAF	80
8	FAK	60
9	GR	60
10	HAN	60
11	MZK	80
12	MF	80
13	MTNS	60
14	SSW	100
15	SMPK	100
16	TRS	80
17	ZA	80

After students carry out group discussions and make short stories with a predetermined theme for each group, learning evaluation are given as follow-up.

From Table 3 it can be concluded that in carrying out learning follow-up, the values range from 60–100. The system used in learning follow-up is in the form of filling out a Google Form which contains quotation from the short story text by associating the value of the Pancasila student profile. 5 students get a score of 60, 9 students get a score of 80, 3 students get a score of 100. This shows that students understand the material.

From the score of learning follow-up, it can be said as successful. Learning follow-up is an evaluation activity that is carried out when the discussion on learning material has been completed. The purpose of this evaluation is to determine the level of success of students in mastering the material that has been studied. This evaluation activity can be an illustration of the quality of learning [53]. The quality of learning is what is expected in educational units. Basically, learning strategies have an important role in the teaching and learning process [54].

4.3 Student Responses to the Application of Diversity-Based Learning Strategies

Based on the results of implementing diversity-based learning strategy, the students' responses to the implementation of the strategy were obtained. There were 94% of students said the application of diversity-based learning strategies was fun and 6%

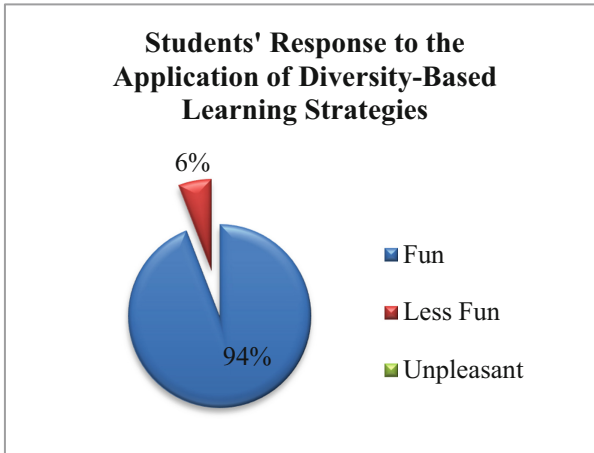


Fig. 1. Students' Response to the Application of Diversity-Based Learning Strategies

of students said the application of diversity-based learning strategies was unpleasant. The following is a diagram of students' responses to the application of diversity-based learning strategies in short story text teaching materials.

Based on Fig. 1, it can be concluded that out of 17 students, 16 were happy when learning activities were carried out using this strategy and one student was found to be dissatisfied. In general, the reasons students are happy are (1) Variety in material delivery; (2) Group discussions that make learning more fun and not boring; (3) opportunity to discuss with their classmates; and (4) Easy to understand. The reason why students are less interested when learning activities are carried out with diversity-based learning strategies is that they do not understand the contents of short story texts.

In addition, there were 82% of students who considered the delivery of material and the practice of making short stories with diversity-based learning strategy easy to understand and to apply, 18% students thought that the delivery of material and the practice of making short stories with a diversity-based learning strategy was not easy to understand and to apply. The following is a diagram of students' responses to the application of diversity-based learning strategies in short story text teaching materials.

Based on Fig. 2, it can be concluded that out of 17 students, 14 consider the delivery of material and the practice of making short stories with a diversity-based learning strategy easy to understand and apply, and 3 consider it to be difficult to understand and apply. From learning activities using diversity-based learning strategies, students get various experiences, such as (1) Knowing the value of Pancasila student profile; (2) Have more interaction with classmates; (3) Able to make short stories with easy-to-understand steps; and (4) Can analyze short story text.

From the explanation above, it can be concluded that students' responses to the application of diversity-based learning strategies categorized as good. The application of diversity-based learning strategies can be a means to strengthen Pancasila profile in students. Furthermore, students can actively apply Pancasila student profile values in class learning, and can make short stories by paying attention to Pancasila student profile

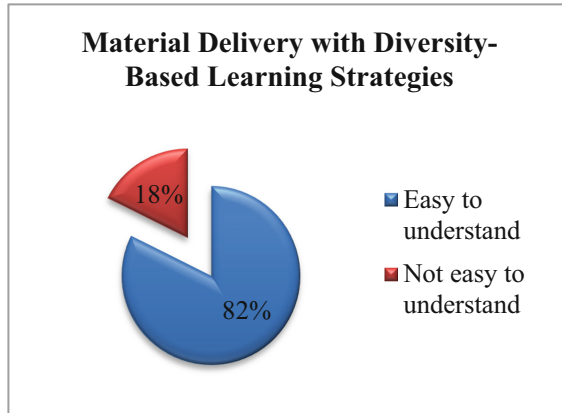


Fig. 2. Material Delivery with Diversity-Based Learning Strategies

values. So, the application of diversity-based learning strategies can be well received by students in learning short story texts, and can already be applied or implemented properly by students in senior high school.

5 Conclusion

The results and discussion showed that the application of diversity-based learning strategies was carried out in several stages, which are introduction, providing examples, and implementation. Students can implement the six Pancasila student profile values in learning activities and create a work, such as short story text by paying attention to the Pancasila student profile values in the contents of the story. There were 5 students received a score of 60, 9 students received a score of 80 and 3 students received a score of 100. This shows that students understand the material given. The students' responses to the application of diversity-based learning strategies were 94% or 16 students said the application of diversity-based learning strategies was fun; 6% or 1 student said the application was unpleasant. In addition, there were 82% or 14 students who considered material delivery and making short stories with a diversity-based learning strategy easy to understand and apply, and 18% or 3 students considered material delivery and the making short stories with a diversity-based learning strategy was not easy to understand and applied. Therefore, diversity-based learning strategies can be applied in general to senior high school students.

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