

DIFFERENTIATE AND EXTRACURRICULAR LEARNING UPGRADING THE QUALITY OF EDUCATION AT PANGGANG ELEMENTARY SCHOOL

Parjiyatmi^{1,*} Setyo Eko Admojo¹

¹Universitas PGRI Yogyakarta, Indonesia

*Corresponding author. Email: yatminik@gmail.com

ABSTRACT

This best Practice writing tells of the good experiences that have been carried out by the Principal in the Implementation of the Batch 2 Driving School Program which aims to improve the quality of education at Panggang Elementary School. This best practice was carried out at Panggang Elementary School which involved all elements of education, both internal and external. Implementation techniques for implementing the Driving School Program are taken by school principals by optimizing the implementation of differentiated learning, adding and implementing extracurricular types. Furthermore, data comparisons are carried out to ensure whether there is an increase in the quality of education in schools. The results of the Implementation of the Driving School Program show that the implementation of differentiated learning and the addition of extracurricular activities for students at Panggang Bambanglipuro Elementary School, Bantul in 2022/2023 shows a significant increase in quality. Evidenced by the achievements of students achieved both intracurricularly and extracurricularly.

Keywords: *Driving school program, Differentiated learning, extracurriculars, quality of education*

1. BACKGROUND

Now we have entered the 21st century, where demands in any field, especially in the fields of education and information, are increasingly higher [1]. Driving schools are government programs to improve the quality of learning for schools, teachers and students, including by collaborating with local governments and holding several programs. training for teachers and school principals provided by the Ministry of Education and Culture, this is done so that all elements work together to work together to improve the quality of schools, the use of digitalization platforms [2] is also a priority for the success of driving schools, because after all, in the era of the industrial revolution 4.0, students and teachers must can adapt and be able to keep up with increasingly developing technological changes [3].

A driving school is a school that can move other schools to improve learning so as to produce outstanding students [4]. Mobile school is one of the episodes of

Merdeka Belajar. The driving school program and characteristics of driving schools, which are being launched by the Ministry of Education and Culture Nadiem Makarim.

Ideal Conditions

Education is one of the important roles in the running of a nation, the key to successful education is optimizing the program that will be implemented for all elements involved, in this case the Indonesian government through the Ministry of Education and Culture has made several innovations and new breakthroughs in an effort to improve the quality of education in Indonesia, the famous program in the Nadiem Makarim era, one of them is an independent campus at the tertiary level and a driving school program at the elementary to high school levels [5].

The driving organization is part of the fourth episode of the Merdeka Belajar policy from the Ministry of

Education and Culture with other episodes such as changing the national exam into a minimum competency assessment and character survey, independent campus [6]. With the existence of driving schools, it is hoped that the world of education in Indonesia will experience changes for the better and more evenly, resulting in the birth of many high-achieving students and the best schools [7].

Real conditions in schools/classes

Based on the results of observing documents at schools from 2015 to 2020, the level of education quality at Panggang Elementary School is still relatively low. This is proven by the fact that the output from Panggang Elementary School is still below the average in the Regional/District Coordinator. Apart from that, the obstacle that was overcome, apart from the process which was not easy, was the adaptation that had to be carried out by all elements of education at Panggang Elementary School, because the driving school was a program that was correlated with the independent curriculum, therefore the things that were highlighted were changes to the teaching design, media, and the learning system, changing words with the same meaning is also one of the obstacles that teachers have. Differentiated learning is also something new, which is still considered very difficult and must be adopted at Panggang Elementary School as an inclusive school.

1.1. Problem Formulation

- a. Can the Implementation of the Driving School Program improve the quality of education at Panggang Elementary School?
- b. How can the implementation of the Driving School at Panggang Elementary School improve the quality of education?

1.2 Goals and Benefits

- a. Objective
The aim of writing this Best Practice is to improve the quality of education at Panggang Elementary School
- b. Benefit
The benefit of writing this Best Practice is to improve educational services according to the abilities and talents of diverse children as an inclusive school that can reflect the Pancasila Student Profile

2. LITERATURE REVIEW

2.1. Mobilization School Program

Driving school is a government program to improve the quality of learning for schools, teachers and students

[8], including by collaborating between the local government and holding several training programs for teachers and principals provided by the Ministry of Education and Culture, this is done so that all elements work together to move in unison to improve the quality of schools, the use of digitalization platforms is also a priority for the success of driving schools, because after all, in the era of the industrial revolution 4.0 [2], students and teachers must be able to adapt and be able to keep up with changes in technology that are increasingly developing [9].

According to the Minister of Education and Culture, Mr. Nadiem Makarim, school change can start from driving schools that can be examples in learning activities. Mr. Nadiem said that "I would like to introduce a driving school concept. A school that can motivate other schools so that they can improve the quality of learning." Education reform in Indonesia cannot be successful without changes in schools. Motivator schools can be role models, training venues, and also inspiration for other teachers and principals.

In driving schools, teachers do not only provide one-way lessons, but also a variety of fun activities that contain critical, collaborative, and creative reasoning competencies. Then what are the characteristics of a driving school? There are three things that are always seen from driving schools, both teachers and students, namely lots of questions, lots of tries, and lots of work.

The following is a summary of the characteristics of driving schools:

1. Having a school principal who understands the student learning process and is able to develop teachers.

According to Mr. Nadiem, a driving school is a school that has a principal who can not only manage the operations of a school, but also understand the student learning process and be a mentor for teachers at the school.

2. Take sides with students
Driving schools have teachers who side with children. Driving schools have teachers who understand that every child is different and has a different way of teaching, so he teaches at the right and appropriate level for that child.
3. Generate student profiles.
Mobilization schools are not only recognized as the best schools, but are also able to produce profiles of students who have noble character, are independent and independent, and have the ability to reason critically, be creative, work together, and have a sense of diversity within the country and globally.
4. Community support
Mr. Nadiem also said that the characteristics of a driving school are that the community at the school

also supports the educational process. The parent community, community leaders and local government will support the quality of student learning.

5. Encourage the presence of driving schools
In order to improve the quality of student learning throughout Indonesia, in the next few years the Ministry of Education and Culture will encourage the birth of thousands of driving schools. These schools, including Panggang Elementary School, will encourage other schools in their ecosystem to also become the next driving schools. The mobilization organization program empowers the community through government support to initiate the birth of mobilization schools. This is done by improving the quality of teachers and school principals based on training models that have been proven effective in improving the quality of student learning processes and outcomes.

2.2. Differentiated Learning

Differentiated learning is learning that accommodates students' learning needs [10]. Teachers facilitate students according to their needs, because each student has different characteristics, so they cannot be given the same treatment [11]. In implementing differentiated learning, teachers need to think about reasonable actions that will be taken later, because differentiated learning does not mean learning by providing different treatment or actions for each student, or learning that differentiates between smart and less intelligent students.

According to Veni Widi Astuti June 31 2021, the characteristics or characteristics of differentiated learning include; the learning environment invites students to learn, the curriculum has clearly defined learning objectives, there is assessment sustainable, teachers respond or respond to student learning needs, and effective classroom management. An example of a class that applies differentiated learning is when the teacher's learning process uses a variety of ways so that students can exploit curriculum content, the teacher also provides a variety of activities that make sense so that students can understand and have information or ideas, and the teacher provides a variety of choices where students can demonstrate what they learn. An example of a class that has not implemented differentiated learning is that the teacher imposes more on her own will. Teachers do not understand students' interests and desires. Not all of the students' learning needs are met because when the learning process uses a method that the teacher thinks is good, the teacher does not provide a variety of activities and a variety of choices. To be able to implement differentiated learning in the classroom, things that must be done by the teacher include: Mapping learning needs based on three aspects,

namely: learning readiness, interest in learning, and student learning profiles (can be done through interviews, observations, or surveys using questionnaires, etc.). material, as well as learning methods) Evaluating and reflecting on learning that has taken place. Mapping learning needs is our main key to be able to determine the next step. If the results of our mapping are not accurate, the lesson plans and actions we make and carry out will be inaccurate. To map the learning needs of our students, we also need accurate data from students, parents/guardians, and their environment... Support from parents and students to provide complete and correct data according to the facts. Neither added nor subtracted. Parents and students must be honest when teachers map learning needs, either through interviews, questionnaires, surveys, etc. There are three differentiation strategies including; 1. Content differentiation Content is what we teach students. Content can be differentiated in response to student readiness, interests, and learning profiles or a combination of the three. Teachers need to provide materials and tools according to students' learning needs. 2. Process differentiation Process refers to how students will understand or interpret what is learned. Process differentiation can be done by: a. Use tiered activities b. Provide guiding questions or challenges that need to be completed in the corners of interest, c. Creating individual agendas for students (to-do lists, varying the amount of time students can take to complete assignments, d. Develop varied activities 3. Product differentiation Product is the result of work or performance that students must show us (writing, speech, recording, prayer) or something that has a form.

Differentiated learning is closely related to educational philosophy according to Ki Hajar Dewantara, the values and role of the driving teacher, the driving teacher's vision, and positive culture [12]. One of the educational philosophies according to Ki Hajar Dewantara is the "among" system, teachers must be able to guide students to develop according to their nature, this is very suitable for differentiated learning [13]. One of the values and roles of the driving teacher is to create learning that is in favor of students, namely learning that liberates students' thoughts and potential. This is in line with differentiated learning. One of the visions of the driving teacher is to realize independent learning and the profile of Pancasila students, one way to realize this vision is to apply differentiated learning. We must also build a positive culture so that it can support differentiated learning [14].

2.3. Extracurricular

Extracurriculars or commonly abbreviated as 'excurriculars' are additional programs organized by educational institutions. The implementation is carried out outside school hours or after the learning process is complete. Extracurricular activities consist of providing

activities that are of interest to many students. Extracurriculars provide many benefits for children [15]. Although academic activities are very important, extracurricular activities can also support children's progress in the academic field. For this reason, parents and teachers should provide full support to students who want to have side activities as long as they are positive activities to balance their lives, such as extracurriculars.

Here are 7 reasons why extracurricular activities at school are important for students:

1. **Children Will Become Active** Extracurricular activities can provide space and opportunities for students to become active and productive individuals. This is a good thing because you as a parent don't need to hesitate when your child spends time and energy on positive activities. Extracurricular activities also help minimize the possibility of your child coming into contact with negative things outside of school because their free time has been allocated for extracurricular activities. Apart from keeping children away from other negative things, extracurricular activities have many benefits for the health of the body because of their high level of activity, such as increasing metabolism, improving blood circulation, and training stamina and mental alertness.
2. **Sharpen the Ability to Work Together** The second reason why extracurricular activities at school are important for students is to hone their ability to work together. In external activities, there are many activities that children or students have to do with their friends. He will meet many new people with diverse characters. This is where he can hone his teamwork skills. Not only the ability to work together, taking part in extracurricular activities will train children's social skills. They will understand how to communicate with someone who may have a different character from them. They will also practice coordination from an early age. In this way, their self-confidence can increase so that they become people who are easy to socialize with. The ability to work together, socialize and coordinate is not only needed to support the child's daily life. But this ability is also useful when he has it growing up and entering the professional or work world. With the skills that have been trained, they will not be awkward and pressured when they have to work with a new office environment. They will learn to face and solve problems in a positive way and become open and strong individuals.

3. **Channel Creativity and Talent** Students are encouraged to take part in extracurricular activities so that their creativity and talents can be channeled positively. There are many choices of extracurricular activities provided by educational institutions, ranging from physical activities such as sports extracurricular activities to brain training activities such as scientific work extracurriculars. The more types of extracurriculars available in schools, the more places for students to channel their creativity and talents. Aside from being a place to channel hobbies and fill spare time, extracurricular activities can also be the first stepping stone for students if they want to pursue their hobbies more professionally without taking paid courses outside of school. In this day and age, a person's hobby cannot be considered just a passing moment. Many prominent figures have succeeded in developing their careers through hobbies they have honed since they were teenagers. Having a career with a hobby that you have been involved in for years is certainly very enjoyable because no matter how difficult the phase you are going through, it will feel lighter than working with a subject you don't like. One of the current figures who has proven this is Raditya Dika. He succeeded in making his hobby, namely writing, his professional job. In the beginning, the man known as Radit expressed his hobby by writing on a personal blog. From being a blog writer, Radit has become a best-selling writer whose works are always awaited by audiences. Some of his books are *Male Goats*, *Pink Marmots*, and *Love Brontosaurus*. Not only as a writer, Raditya Dika also penetrated the world of Stand Up Comedy and became a producer in various films. Now, he and his wife are starting to focus on creating video content and uploading it on their personal channel.
4. **Reducing the Risk of Stress** When someone does activities they like among a series of routines that must be followed every day, they will be better able to deal with stress than someone who only does monotonous things in their daily life. This does not only apply to adults, but also children. Busy school activities and homework make children prone to stress. The solution to overcome this is to do fun things outside of school activities as a good anti-depressive therapy for them. During extracurricular activities, children get the opportunity to relax and release tension during class hours. Because studying continuously without being interspersed with other activities

that are calming in nature will also place a psychological burden on children.

5. **Sharpen Time Management Skills** Students who take part in extracurricular activities will have a busier schedule than other students who just go to school as usual and then go home. This will be a challenge for students. They are required to be able to organize and prioritize their time between studying, playing, taking part in extracurricular activities, resting, and helping their parents. Their schedule is indeed busy, but this will train them in self-management, time management, and determining priorities in life. Things like this will be very useful for them in the future. Apart from that, these extracurricular activities can also be a way for parents to prevent their children from taking part in useless activities outside of school.
6. **Sharpen Softskills** One of the reasons for the importance of extracurricular activities at school for students is that extracurricular activities become a place for students to hone their soft skills. Extracurricular activities at school have many attitude lessons that may not be taught in the classroom. Students will learn to respect each other, discuss problems, and hone their tolerance skills in extracurricular activities. If children continue to hone these soft skills, it is not impossible that they will reach the peak of a good career when they are in the world of work.
7. **Practicing Critical Thinking** Critical thinking or critical thinking is the ability to think clearly and rationally about what to do or what to believe. Critical or simply perceived, technical operational or completely subjective and always represents a moving target in a competitive market.

2.4. Definition of Quality in the Indonesian-English Dictionary

Someone who has critical thinking can understand the logical relationship between ideas, build and evaluate an argument, and solve problems systematically. By participating in extracurricular activities, students will get used to thinking critically about various problems that will arise in the extracurricular itself. Critical thinking has many benefits for yourself and others. People who have good critical thinking will be able to improve their work processes and social intuition. Quality of Education Definition of Quality Quality is something that is very important in human life both individually, in groups, in society, as a nation and state. Quality has many meanings. Below are several definitions of quality, including the following .

According to Wiyono (1999) Quality is the fundamental factor of the customer. Quality is a customer decision, not an engineer's, market's or management's decision. It is based on customers' real experiences with products and services, measuring them, expecting them, promised or not, consciously will not help to understand quality.

The word quality means in English that quality means level or level of goodness; value something. So quality means the quality or value of goodness of a thing. In discussing the definition of quality, we need to know the definition of product quality presented by five experts in Integrated Quality Management (Total Quality Management). The following are the definitions:

- a. Juran : State that product quality is the suitability of product use to meet customer needs and satisfaction.
- b. Philip B. Crosby : Defining quality is conformance to requirements, which is in accordance with what is required or standardized. It may also be interpreted that "Quality is conformity to the request for requirements (The of Requirements).
- c. Deming : Defining quality, that quality is conformity with market needs.
- d. Feigenbaum : Defining quality is complete customer satisfaction.
- e. Garvin and Davis : States that quality is a dynamic condition related to products, people/labor, processes and tasks, and the environment that meets or exceeds customer or consumer expectations.

Although there is no universally accepted definition of quality, there are several similarities between the five definitions above, namely in the following elements:

- 1) Quality includes efforts to meet or exceed customer expectations.
 - 2) Quality includes product, labor, process, and environment.
 - 3) Quality is a condition that is always changing (for example, what is considered quality now, may be considered less quality in the future).
- a. The Japanese Industrial Standards (1960) : Defining quality as the correct overall properties or performance that is the target of optimization to determine whether a product or service can fulfill its intended use.
 - b. The European Organization for Quality Control (1988) : Quality is the overall nature and characteristics of a product or service that relates to its ability to satisfy consumers. Quality is a combination of characteristics of goods or

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services, which shows its ability to meet customer needs, both stated and implied needs.
- c. Edward Sallis (1993) Saying that quality is a dynamic idea, the definition cannot be rigid because it is the same thinking includes the ability to engage in reflective and independent thinking. In his view, quality is a concept that is both absolute and relative.
 - d. In Health Services : "Quality" is the degree to which patient health services are improved to approximate expected results and reduce undesirable factors (JCAHO 1993)

2.5. *Quality in education*

The meaning of the word quality in the Big Indonesian Dictionary (KBBI) is the good or bad measure of an object; level, level or degree (smartness, intelligence, etc.) of quality, means that quality is the same as having quality and weight. So quality education is the implementation of education that can produce professional staff in accordance with the needs of the state and nation at that time.

Quality in the field of education includes the quality of input, output and output processes, educational input is declared quality if it is ready to carry out a quality education process if it is able to create an atmosphere that uses active, creative and fun learning).

In a broader concept, educational quality has meaning as a level of the overall educational process and results which are determined in accordance with a certain criteria approach (Surya, 12, 2002).

Quality education basically produces quality human resources. Quality human resources are cultivated in accordance with the development of students' potential from primary, secondary and tertiary education. There are several elements that determine the quality of education. These elements are schools. Community, and family involvement. All these elements must work in harmony and mutually support each other to improve the quality of education.

In the context of education, the definition of quality includes educational input, process and output (Ministry of National Education, 2001: 5). Educational input is everything that must be available because it is needed for the process to take place. The educational process is changing something into something else by integrating school input so as to create a pleasant learning situation. Able to encourage motivation and interest in learning, and truly empowering students, educational output is school performance which can be measured by its quality, effectiveness, productivity, efficiency, innovation and work morale.

3. PROBLEM SOLVING STRATEGY

3.1. *Result of Previous Activities*

SD Panggang was hesitant to be able to carry out this Mobilizing School Program. This is because Panggang Elementary School is an inclusive school on the outskirts of rural areas where most of the students come from below average social backgrounds. The total number of students is now 168 and consists of 31 Children with Special Needs (ABK) as proven by the results of the assessment from the State SDLB Psychologist. Activities that were previously promoted were to raise the potential of all children by adding additional hours of study/tutoring and we have special accompanying teachers, who can accompany students with special needs. However, with these efforts the results have not been optimal.

3.2. *Problem Solving Strategy*

- a. Differentiation learning
- b. Reasons for choosing a problem-solving strategy.

According to I Wayan Ardika, an elementary school teacher who works in Jembrana Regency, Bali. Differentiated Learning is an effort to adapt the learning process in the classroom to meet the individual learning needs of each student. However, differentiated learning does not have to teach with 28 different methods for 28 students. It's not like the teacher has to increase the number of questions for students who are faster than the others. Nor does the teacher have to gather smart students with those who are smart and those who are less with those who are less. Not also give different assignments for each student. Differentiated learning can also be defined as a series of reasonable decisions made by teachers that are oriented towards student needs. The decisions referred to, namely:

- 1) A curriculum that has clearly defined learning objectives
- 2) The way the teacher responds or responds to the learning needs of his students.
- 3) How the teacher creates a learning environment that invites students to learn and work hard to achieve learning goals.
- 4) Effective classroom management
- 5) Continuous assessment

Differentiated learning must be rooted in meeting students' learning needs and how teachers respond to these learning needs.

Panggang Elementary School is one of the second generation PSP schools, trying to choose a problem solving strategy, namely implementing learning to strengthen the Pancasila Student Profile Project by considering students' interests and talents. Among them is implementing differentiation learning and raising various extracurriculars according to the talents and

interests of students. Freedom of learning is enforced in elementary schools starting in the 2022/2023 academic year, to be precise, in July.

The preparations taken by Panggang Elementary School include the preparation of the Operational Curriculum for the Education Unit since before the school year took effect, namely from June 2022. The parties involved include the Principal, Teachers, Learning Committee, School Committee, POT, and students, as well as assistance from School Superintendent as supervisor, as well as School Mobilization Facilitator.

As parents, teachers and educational practitioners at Panggang Elementary School, you must be Freedom to learn means providing students with the opportunity to study freely and comfortably to study calmly, relaxed and happily without stress and pressure by paying attention to the natural talents they have, without forcing them to study or master a field of knowledge outside their hobbies and abilities. There are two things that need special attention, namely implementing independent learning based on learning style and implementing independent learning according to the talents and interests of the child or student. Burhanudin, Afid. 2014.

Panggang Elementary School tries to create a safe and comfortable school by: Declaration of Child Friendly Schools / SRA in accordance with the mandate of the Regent of Bantul, namely making Bantul Regency a Child Friendly Regency / KLA. Apart from SRA, Panggang Elementary School is also a school that launched as a Disaster Safe Education Unit / SPAB in collaboration with the Regional Disaster Management Center / BPBD Bantul Regency. Apart from that, Panggang Elementary School is also a Food Safe School which has a BERKAH (Clean, Creative, Safe, Hygienic) Healthy Canteen which has been conditioned in collaboration with the DIY Food and Drug Handling Center (BPOM), Bantul Health Service Office, and Bambanglipuro Community Health Center. All parents who make healthy snacks and manage the canteen are certified by BPOM and the Health Service.

Freedom to learn based on learning style

There are several definitions of learning styles. As quoted by Burhanudin (2014), according to Fleming and Mills, learning style is a student's tendency to adapt certain strategies in their learning as a form of responsibility for obtaining a learning approach that suits the learning demands in the class/school as well as the demands of the subject. Drummond defines learning style as, "an individual's preferred mode and desired conditions of learning." That is, learning styles are considered as ways of learning or learning conditions that are preferred by learners.

We need to know that there are 3 types of student learning styles, namely visual, auditory, and kinesthetic.

Visual learning style focuses on visual acuity. Students with this learning style will easily understand and understand what they learn by seeing or reading. In addition, the visual type is also more comfortable learning with the use of colors, lines and shapes. That's why, people who have the visual type usually have a deep understanding of artistic value, one of which is color combinations.

Auditory learning style relies on hearing to be able to understand and remember. The characteristics of this learning model really place hearing as the main tool for absorbing information or knowledge. Auditory type people don't mind the visual appearance when studying, what is important is listening to the teacher's speech well and clearly. The auditory type is usually the most sensitive and memorizes every utterance ever heard.

This kinesthetic learning style enjoys learning that involves movement. Usually this type of person finds it easier to learn something, not just reading a book but also practicing it. By doing or touching the object being studied will provide its own experience for him. Usually, people who have a kinesthetic type of learning style usually don't feel comfortable staying in class for long.

The application of independent learning will occur if students are facilitated to learn according to their way/type. We able to realize this freedom of learning in learning places for your children or students. We cannot force a child to learn the way we want because each child has his own type or learning style. A child's ability to grasp material and lessons depends on their learning style. The learning process that refers to the suitability of the child's/student's learning style will create pleasure or comfort in learning (joyful learning) and the ease of the child mastering the subject matter. It must be avoided that children decrease their learning achievement at school because they are forced to study not according to their style.

A teacher who applies the principle of independent learning must have a complete understanding of the characteristics of all students, and be able to teach using a variety of teaching methods that meet the needs of students' learning styles. Teachers must be skilled at applying a variety of learning methods or models that are fun, make students active and creative. Freedom of learning requires teachers to continue learning to improve their professional and pedagogical competence so that they can improve the quality of the process and learning outcomes.

Freedom to learn based on talents, interests and needs

Talent is the innate potential that humans have, while interest is created because of a strong interest in something. Therefore, as parents and teachers, you need to recognize and understand your children's talents and interests in order to develop them.

Each individual is unique, in the sense that each child has different talents and interests. Within the framework of independent learning implies that every talent needs special attention. An education system that uses a uniform pattern in providing services for children's talents and interests is not good for use. Independent learning means that every child is able to recognize their own potential talents and interests and then receive facilitation according to their needs.

Children need to be given the opportunity to choose the path of developing their talents, interests, hobbies, including education. Every parent wants their child to be the best. Not infrequently parents also impose their will on children to be this and that. The reason is for the good of the child to be successful in the future. However, sometimes they put too much pressure even though they know the child's limits. As a result, children experience stress. When children follow parents' choices that are not in accordance with their talents, interests, and abilities, the results may not be optimal.

Anita Chandra (a psychologist) stated that if parents forbid children's aspirations and force their will, the impact will not be good for children, children will lose their motivation (Nadia, 2013). Here the child does not feel free to learn. Rhenald Kasali Professor at the University of Indonesia advised, "Don't force children to learn something at the will of their parents, because the child's potential will not develop optimally."

In realizing independent learning, consequently schools must provide supporting facilities and infrastructure as well as mentors. Sports, arts and culture, nature lovers, religion, or academics are some aspects of interest or talent in students. Schools through supervising teachers provide training, guidance and assistance on an ongoing basis to develop children's talents and interests so that children are more mature. It would be nice if the child's interest talent was accommodated with extra curricular activities, and given activities distribution so that children can continue to develop it. Talents or interests that are pursued seriously will be useful for their lives and the continuation of their subsequent education. Ideally schools function like supermarkets that provide a variety of needs for the development of students' talents and interests, this is a form of independent learning.

The key words in freedom to learn are the creation of feelings of security, comfort, joy and far from excessive pressure. These keys are the foundation for successful learning and are the essence of independent learning. Therefore, every child or student needs to strive to create these feelings within themselves. Meanwhile, other parties provide support in accordance with their functions and roles.

3.3. Operational Stages of Implementation (Real Implementation)

The strategy stages chosen by SD Panggang are:

1. Formation of a Learning Committee
2. Formation of a Curriculum Development Team
3. Preparation of KOSP (Operational Education Unit Curriculum) which includes the Vision and Mission of Panggang Elementary School, intra-curricular and extra-curricular activities that meet students' talents and interests including: Sepak Takraw, Scouts, TPA, Al-Qur'an Reading Art, Pantomime, Soccer, Pencak silat, Literacy Skills: (Geguritan, poetry, speeches and stories) painting, Angklung, Karawitan, Dance, English and ICT.
4. Implementation of In House Training (IHT) after completion of TOT with solid material and assistance from the Mobilizing school facilitator.
5. Budgeting for Differentiated and extra-curricular Learning at ARKAS BOS Performance.
6. Fulfillment of Extracurricular Teachers who are experts in their fields
7. Refreshing the digital library as the heart of education at Panggang Elementary School
8. Implementation of Market Day as a vehicle for student learning
9. Implementation of Teacher Parent Day as learning with parents from various professions
10. MOU/ Collaboration with various parties involved: Police, Koramil, District, Health Service, Health Center, Regional Library, PMI, BPBD, Garbage Bank, Lurah, RT and local dukuh, and so on.
11. Implementation of the Grand Harvest Learning Project for Strengthening the Profile of Pancasila

3.4. Discussion

The results or impacts achieved from the chosen strategy are:

- 1) Learning becomes fun for students
- 2) Students become more confident in presenting and performing.
- 3) Many student achievements can be explored from intracurricular and extracurricular activities
- 4) Teacher creativity increases regarding learning by creating varied modules.
- 5) Teachers are able to develop new and innovative ways of solving educational problems, especially learning
- 6) The local community is very enthusiastic and happy to attend if invited and involved in the school
- 7) The parents are very happy and satisfied to see that their children are now more enthusiastic about learning

- 8) The teacher is able to provide a change or difference
- 9) Teachers are able to overcome certain problems in a sustainable manner or the impact and benefits are sustainable
- 10) Able to be a model and provide inspiration.

4. PROBLEM SOLVING STRATEGY

4.1. Conclusion

By implementing improved educational services according to the diverse abilities and talents of children as an inclusive school with the implementation of differentiated learning and the implementation of various extra-curricular activities, the quality of education at Panggang Elementary School can be improved.

4.2. Recommendations

Principals and teachers should improve educational services in their schools by implementing differentiated learning and completing and implementing various extra-curricular activities to accommodate students' talents and interests. The aim of writing this Best Practice is to improve the quality of education at Panggang Elementary School in particular and surrounding elementary schools in general.

4.3. Benefits

The benefit of writing this Best Practice is to improve educational services according to the diverse abilities and talents of children as an inclusive school that can reflect the Pancasila Student Profile.

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