

Differentiated Learning Approach to Overcome Barriers to Civic Literacy Learning in Dyslexic Students in Grade 1 of Elementary School

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ABSTRACT

This study aims to identify learning barriers experienced by dyslexic students in Civics learning and examine the application of differentiated learning as a solution. The subjects were first-grade students at SDN 1 Karang Sari who exhibited dyslexic characteristics. The study used a qualitative descriptive method through direct observation, with data analysis techniques including reduction, presentation, and drawing conclusions. The results showed that the application of differentiated learning through adjustments to content, process, and product, as well as the use of visual media and peer mentoring, can increase student participation and understanding. These findings confirm that differentiated learning effectively supports the learning needs of dyslexic students at the elementary school level.

INTRODUCTION

Civics in elementary schools has an important role in building attitudes, values, and character of citizens from an early age. The learning methods used must be able to facilitate the diversity of student characteristics, so that each child can understand the values taught well (Ramadhan et al., 2023). The learning strategies used also greatly influence students' ability to understand the basic concepts of citizenship, social norms, and their responsibilities as citizens. But in practice, not all students have the same conditions in the learning process. Students with specific learning barriers, such as dyslexia, face difficulties in reading, writing and recognizing letter symbols. One group of students who need special attention are those with specific learning disabilities, such as dyslexia, whose difficulties are seen in reading, writing and recognizing letters. This phenomenon causes dyslexic students to fall behind in understanding literacy-based Civics concepts, such as Pancasila values and social rules that require the ability to read and understand written instructions (Ramadhan et al., 2023).

The results of observations of Civics learning at SDN 01 Karang Sari show that teachers have applied the principles of differentiated learning as an effort to accommodate the diversity of students' abilities in class I. In the Learning Implementation Plan (RPP), teachers design content and process differentiation strategies through remedial and enrichment activities and prepare pictorial media to help students understand abstract concepts such as "rules and responsibilities". This approach provides opportunities for each child to learn according to their abilities and needs. This strategy has proven effective in creating an inclusive learning environment where students with dyslexia and other literacy difficulties can still actively participate through multisensory activities, educational games and visual activities. In addition, teachers also make an effort to provide individualized guidance to students who appear passive to ensure that each student has the opportunity to understand the material in a way that best suits his or her learning style. This approach reflects a real application of the principle of differentiated learning which emphasizes learning equity, i.e. giving each student different but equal learning opportunities in achieving learning objectives.

This condition shows the importance of the teacher's role in adjusting teaching strategies so that Civics learning is not only oriented towards cognitive aspects, but also takes into account the various abilities and learning needs of students. Most teachers in primary schools still use uniform teaching methods without considering students' different learning styles, readiness and interests, so that children with dyslexia do not get an optimal learning experience. It is in this context that a differentiated learning approach becomes important. According to Tomlinson, 2000:2001 (in Swandewi, 2021), Differentiated learning strategies include differentiation of content, procedures and products according to the needs of each student. Furthermore, students' learning needs are categorized based on learning readiness, interests, and learning profiles. This principle is based on the theory of constructivism which emphasizes that

everyone has a different way of learning, so the learning process must consider this uniqueness (Iswahyudi, 2023).

In the context of dyslexic students, differentiated learning provides teachers with the opportunity to design more appropriate strategies, for example by using visual media, multisensory activities, or modifying instructions to be more easily understood by students with literacy barriers (Nur Afifah Sakka et al., 2025). This approach, rather than forcing dyslexic students to follow common methods that may not suit the way they process information, provides dyslexic students with options, support and adaptations to enable them to learn optimally (Andi Hapsari et al., 2024).

Several previous studies support the effectiveness of implementing useful differentiated learning in elementary schools. For example, Syerlyana et al.'s (2025) study, entitled "Application of Multisensory Strategies in Differentiated Classroom Learning to Overcome Reading Delay in Elementary School Students" showed that the application of multisensory strategies in a differentiated classroom effectively helped students who experienced reading delays. Meanwhile, Ariyani et al. (2024) found that Civics teachers who use the principle of differentiation are better able to accommodate the different abilities and interests of students, including students with learning disabilities. These studies show that the implementation of differentiated learning is not only effective for regular students, but also has great potential to help students with special needs, such as dyslexia, to learn better.

However, most of the research is conducted at the secondary or upper grade level, and there are still very few studies that focus on the application of differentiated learning for dyslexic students in grade 1 elementary school, especially in Civics. This gap is the logical and phenomenological reason for this research, given the importance of Civics as the foundation of the nation's character and the need for a truly inclusive learning approach from the early stages of education. This research has conceptual and practical contributions, namely expanding the application of differentiated learning theory in the Indonesian primary education context, with a focus on dyslexic students, as well as providing an empirical picture of learning strategies that can facilitate their engagement in Civics learning.

This study aims to describe the implementation of a differentiated learning approach to overcome Civics learning barriers for dyslexic students in grade I elementary school. In addition, this study also aims to identify the types of learning support, differentiation strategies used by teachers, and their impact on dyslexic students' engagement and understanding in Civics learning. This research is expected to contribute to the development of Civics learning practices that are more adaptive, contextual, and inclusive for all learners in primary schools.

LITERATURE REVIEW

Differentiation

Differentiated learning is an approach to teaching or learning where teachers apply a variety of teaching methods to meet the individual needs of each student according to their needs. In the context of inclusive education, this

approach is important to ensure all students get learning opportunities that suit their needs, including students with learning barriers such as dyslexia. In differentiated learning, there are 4 factors that play a role in improving learning, namely, content, process, product, and learning environment, in this differentiated learning, the learning objectives must be the same even though the teaching materials, assessment, and delivery methods adjust the individual needs of students (Teguh Purnawanto, 2023).

Disleksia

Dyslexia is a disorder in children's language learning process characterized by difficulties in understanding words or sentences, both in writing, reading, and spelling (Haifa et al., 2020). Learners who have dyslexia often face difficulties in understanding writing and conveying ideas in written form. In Civics learning in grade 1, this condition can be an obstacle in understanding the social values and rules taught. That is why the implementation of differentiated learning is one of the relevant strategies to support them in an optimal way.

There are several previous studies showing various ways to overcome dyslexia. According to Primasari & Supena, (2021) how to overcome dyslexia is to use multisensory methods, namely learning that involves all five senses. According to Muyassaroh et al., (2021) how to overcome dyslexic children is through teacher and parent collaboration, other efforts include using visual media, increasing children's self-confidence, not blaming their condition and, providing emotional support and tutoring. Furthermore, according to Aryani & Wiranti, (2025) how to overcome dyslexia through a reading assistance program that includes initial assessment, interactive learning, with media such as flash cards and word games, and regular evaluation, teachers create an inclusive classroom atmosphere so that dyslexic students feel accepted and motivated to learn. The findings of the various studies are in line with the author's research. The differentiated learning approach emphasizes adjusting strategies, media and learning environments according to students' needs, as shown in previous research. Teachers can provide adaptive and inclusive support so that students can actively participate, understand the material in a way that suits their abilities, and develop their learning potential optimally.

Research Gaps in the Application of Differentiated Teaching in Civic Education

Based on three previous studies on the application of differentiated instruction in civic education, it appears that the focus of the study is still limited to improving students' motivation and learning outcomes in general without considering the diversity of learning needs, such as differences in abilities, learning styles, interests, or the presence of learning barriers such as dyslexia (Andriani, 2023; Holst et al., 2020; Nur Laili & Nadlir, 2024). This situation indicates a research gap in the application of differentiated learning that is inclusive. This research needs to be conducted to see how this approach helps overcome learning barriers by emphasizing adaptive learning strategies that can help dyslexic students understand Civics material according to their needs.

METHODOLOGY

This study used a qualitative approach with a descriptive type to describe in detail the learning process of Civics in class I SDN 01 Karang Sari, Blitar City. This approach was chosen because researchers wanted to understand learning activities naturally without the intervention of researchers. The subjects in this study consisted of first grade teachers and first grade students totaling 24 students involved in the learning process. The research was conducted on Wednesday, October 08, 2025 at SDN 01 Karang Sari, Jl. Cemara No. 183, Sukorejo District, Blitar City. Data collection techniques were carried out by interview, observation and documentation. Observations were made to record all students and teachers during the learning process. Interviews were used to obtain further information. Documentation was used to collect supporting data such as Learning Implementation Plan (RPP), LKPD and photos during the activity.

The data that has been collected and analyzed using the data analysis model of Miles and Huberman, 1994 (in Putri, 2024) which consists of three stages, namely data reduction, data presentation, and conclusion drawing. At the data reduction stage, researchers selected important information from the results of observations, interviews, and documentation according to the research focus. At the data presentation stage, it is done by compiling the findings in the form of narrative descriptions that systematically describe the activities of teachers and students in the learning process. The last stage is conclusion drawing, where researchers interpret the findings to determine the extent to which Civics learning in class, I am in accordance with the principles of the Merdeka Curriculum. Through this method, an in-depth understanding of how teachers carry out Civics learning that is active, fun, and focuses on strengthening the Pancasila Student Profile is obtained.

This study aims to describe the application of a differentiated learning approach in overcoming learning obstacles in Pancasila Education (Civics) for dyslexic students in grade I SD. In addition, this study aims to identify forms of learning support, differentiation strategies used by teachers, and their impact on the engagement and understanding of dyslexic students in Civics learning.

RESEARCH RESULT

Characteristics and Early Identification of Dyslexic Students

Based on the results of observations conducted in class I of SDN 01 Karang Sari, one student was found who showed symptoms of specific learning difficulties in basic literacy aspects, especially in the ability to recognize letters, read simple words, and copy writing from the blackboard. The student appeared slow in processing written information and took longer to understand instructions given by the teacher. In copying writing activities, students tend to experience delays and often make spelling mistakes. Although she did not show any confusion in distinguishing letter shapes, she had difficulty in remembering the order of letters in words and had difficulty maintaining concentration while reading.

Interviews with classroom teachers reinforced these findings. The teacher said that students often lag behind in basic literacy activities such as reading and writing and do not show adequate recall of previously learned information.

Teachers need to provide repeated and simpler explanations so that students can understand the instructions or concepts being taught. Although the student's speaking ability is quite good, his responses to oral questions are often late, and he rarely participates spontaneously in group discussion activities. The student's participation is only visible when the teacher provides direct stimulus through questions or personal calls, indicating a limited initiative in academic communication.

During the learning activities using the Learner Worksheet (LKPD), the dyslexic student showed high effort but always completed the task last. He seemed careful in writing, often stopped to think, and sometimes asked for help from his peers to read or understand written instructions. Dyslexic students also appear to lose focus easily when faced with long texts or writing tasks that demand memory. These conditions indicate a barrier in the processing of verbal and visual information which affects their academic ability.

Thus, the characteristics found in this student can be categorized as a specific form of learning difficulty of the dyslexic type, which demands a differentiated and individual needs-oriented learning approach.

Barriers Faced by Dyslexic Students in Civics Learning

In Civics learning, students with dyslexia experience various barriers related to the ability to read, write and understand written information. Students have difficulty understanding reading texts that contain abstract concepts such as responsibilities, rights and obligations, making it difficult for them to grasp the meaning of the moral values taught. In addition, the student shows delays in copying and writing answers because they often make mistakes in writing letters and word order, which causes the student's writing to be less legible. In understanding written instructions, the student also needed oral re-explanation because he was slow in processing the information read. Furthermore, the student's participation in discussion and question and answer activities was low. Students tend to be passive and only respond when they get a direct stimulus from the teacher. From all these obstacles, it shows that dyslexic students need a flexible, concrete and individual needs-oriented approach in order to optimally understand Civics material.

The Teacher's Role in Handling Learning Difficulties and Increasing Dyslexic Students' Participation in Civics Learning

Teachers at SDN 01 Karang Sari are responsible for ensuring that Civics learning is inclusive for all students, including students with dyslexia. In this context, teachers act as differentiated learning designers by adjusting learning content, processes and products according to students' characteristics. To simplify the Civics reading text, teachers utilize visual media such as picture cards that show various rules and provide task options such as explaining orally or drawing. This strategy helps dyslexic students achieve the same competencies through learning pathways that suit their abilities.

Apart from being the designer, teachers at SDN 01 Karang Sari also act as facilitators of contextual and multisensory learning. In learning activities, teachers involve students in role plays about rules at school, picture pasting

activities, and small group discussions to foster an understanding of social values. The multisensory approach, which activates more than one sense, has proven effective in helping dyslexic students understand abstract concepts in Civics because they learn through concrete and fun experiences. Teachers also function as individual mentors and emotional support providers for students who experience learning difficulties. In classroom activities, teachers actively observe passive students, provide additional guidance for students who have difficulty understanding concepts, and provide positive feedback to assess students' progress. This empathic approach makes dyslexic students feel valued and encourages them to be actively involved in learning.

In addition, teachers act as observers and evaluators of learning progress by assessing the learning process on an ongoing basis, not just the end result. Teachers observe students' ability to understand Civics concepts orally, record their progress in reading and writing, and use portfolios to monitor individual progress. This continuous evaluation allows teachers to adjust teaching strategies according to the needs of each student. Teachers at SDN 01 Karang Sari also contribute to creating an inclusive and participatory learning environment. Teachers create a positive classroom atmosphere, encourage students to respect each other's differences, and provide equal opportunities for all students to participate in discussions and group work. The inclusive environment makes dyslexic students feel accepted, so they dare to express their opinions, and actively participate in understanding the values of Pancasila and citizenship. With these various roles, teachers at SDN 01 Karang Sari not only help dyslexic students overcome reading and writing barriers, but also foster students' social-emotional engagement and self-confidence in meaningful and enjoyable Civics learning.

DISCUSSION

The Nature of Civics Learning in the Early Grades

Education provided to elementary school children includes civic education. Civic Education is a conscious effort by the government to instill a multidimensional concept of nationality related to the basics of knowledge about the cultivation of civic values or national values, political sociology / political society, democracy and the preparation of the nation's children to participate in the political process as a whole in order to become good citizens (Suwadi in Parawangsa et al., 2021).

The provision of Civic Education as compulsory content at the primary, secondary and tertiary education levels shows that this subject/course occupies a strategic position in achieving the objectives of national education, namely the development of the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Article 37 No. 20 of 2003 Law on the National Education System).

Pancasila and Citizenship Education (Civics) in elementary schools is intended to instill a sense of love for the country, increase the spirit of nationalism, and form the nation's personality in accordance with the

philosophy, outlook on life, ideology, and the basis of the state, namely Pancasila (Syam Norman in Parawangsa et al., 2021). Civics learning is not only about knowledge about the state and the constitution, but also about shaping students' attitudes, values, and character as good citizens. In the learning process, students are taught to understand their rights and obligations, respect differences, and apply the values of democracy, tolerance, and mutual cooperation in everyday life. In addition, at the primary school level, Civics education is very important to form the moral and social foundations of children. Values such as honesty, discipline, responsibility and respect for others begin to be instilled through relevant and meaningful learning activities. Teachers serve as good examples as well as mentors in shaping positive attitudes towards the nation and state. Thus, Civics becomes a strategic way to form a young generation that is not only intellectually intelligent, but also has national awareness, a spirit of unity, and social responsibility as Indonesian citizens.

Civics learning in the lower grades of elementary school has its own characteristics that are tailored to the stage of cognitive development of children. Based on Piaget's theory, children aged 7-9 years are at the concrete operational stage, where they learn most effectively through direct experience and real examples (Lu'lu'a et al., 2023). Therefore, teachers should use contextual learning methods, role-playing, picture stories, and simple project activities to instill Pancasila values and citizenship attitudes. Piaget's theory provides a framework for understanding a person's cognitive development, especially for those who experience barriers in mind, social, physical, and intelligence. Piaget emphasized that cognitive development is essentially the same as biological development. Adaptation and regulation of the environment is an integral process and is a single mechanism of internal processes that adapt to the external environment. Furthermore, he emphasized that thinking activities cannot be separated from all functions of a person's life.

Cognitive development often occurs as a result of individual interaction with the environment, both the social environment and the natural environment (Rohmah, 2025). To understand something, a person always uses his senses to relate to his surroundings. Although each sense has different characteristics and properties, in working each sense requires cooperation and harmony with each other. This allows a person to understand the meaning or meaning of something completely and completely. It takes harmonious cooperation between the senses of sight, hearing, taste, touch and smell for a person to be able to recognize, understand or comprehend their environment as a whole. For this reason, if there are obstacles in sensing, such as those that occur in children who have disorders, then it is considered to affect the development of thinking.

Civics Learning Barriers for Dyslexic Students

Reading disorder or dyslexia refers to children who have poor skill development in recognizing words and understanding reading (Lu'lu'a et al., 2023). Children suffering from dyslexia read slowly and with difficulty. They change, omit or substitute words when reading aloud. They have difficulty deciphering letters and their combinations and have difficulty translating them. They may also misperceive letters as upside down, for example confusing the

letter W with M. Dyslexia is usually apparent by the age of 7 years, at the same time as grade 2, although it is recognized at the age of 6 years.

Citizenship education or moral education needs to be provided as a provision for children with disabilities in carrying out their role as good citizens, even though they experience limitations. Nuraini, 2022 states that learning for students with special needs requires a separate strategy according to their individual needs. The learning model for students with special needs prepared by teachers at school is intended to enable students to interact with the social environment. The learning is specially arranged through exploring the learners' abilities based on a competency-based curriculum.

In various learning processes, reading difficulties are certainly a problem in learning. Teachers have an important role in guiding, organizing, encouraging, and planning the course of learning. However, an educator must also understand the characteristics of each student and be ready to prepare certain strategies to overcome the problems that occur. Teachers must be able to play their role in a complex way in order to help students face various problems. In general, students who experience reading difficulties are usually curious and eager to gain knowledge and experience. Each child has different strengths and weaknesses, therefore teachers must really pay attention to the problems experienced by their students, not only from the teacher's point of view.

The results of research conducted in class I of SDN 01 Karangsari showed that one student showed symptoms of specific learning difficulties in the literacy aspect. The student experienced barriers in recognizing letters, reading simple words, and copying writing from the blackboard. In Civics learning, which includes material about "rules in everyday life", the student appears slow in understanding commands and takes longer to write answers on the Learner Worksheet (LKPD). This condition shows that reading difficulties have a direct impact on students' ability to absorb the meaning of the concept of civic values conveyed by the teacher.

In addition to barriers in the cognitive aspect, students also experience attention and concentration barriers. During the learning process, students easily lose focus and require repeated directions from the teacher. In group discussion activities, students rarely participate actively, despite showing fairly good oral comprehension when given a direct stimulus. This indicates a limitation in processing verbal and visual information simultaneously, which causes students to have difficulty maintaining attention to learning activities that require simultaneous reading and writing skills.

Other barriers found were in the aspects of short-term memory and comprehension of written instructions. The teacher said that students often forget the material that has been taught in the previous meeting, so it requires constant repetition. In the context of Civics learning, this hinders students' ability to remember the values learned and apply them in real situations. As a result, students are slower in achieving learning objectives related to understanding the concept of rules, responsibility, and disciplined behavior as a form of application of Pancasila values.

Thus, it can be concluded that the learning obstacles of Civics learning for dyslexic students in class I of SDN 01 Karang Sari include three main aspects, namely:

1. Basic literacy barriers, in the form of difficulty recognizing letters, reading words, and copying text.
2. Cognitive and attentional barriers, in the form of limitations in working memory, focus, and comprehension of written instructions
3. Participatory barriers, namely a tendency to be passive in group discussions due to low self-confidence and limited understanding of text-based materials.

These three barriers have implications for students' low engagement in Civics learning, both in cognitive, social and affective aspects. This condition confirms that basic literacy skills are an important prerequisite for successful Civics learning in primary schools, and that students with dyslexia face the double challenge of understanding the content of the text as well as relating it to the moral and civic values taught in the classroom.

Concept and Application of Differentiated Learning Approach

Differentiated learning is an approach that focuses on meeting the learning needs of each learner by considering differences in ability, interest, readiness, and learning style. This approach requires teachers not to generalize the learning process, but to adjust strategies, materials, and assessments so that all students can achieve optimal learning goals. According to Fauzi et al. (2023), differentiated learning is a form of implementation of a new educational paradigm that focuses on the diversity of student characteristics and provides learning opportunities according to their potential.

Maulidia & Prafitasari (2023), state that the three main aspects of a differentiated approach are content differentiation process differentiation, and product differentiation in order to meet the diversity of learners. This is reinforced by the opinion of Ayuriski Yuniria (2024), who states that teachers need to understand student learning profiles as a basis for determining a differentiated approach. In the context of Merdeka Curriculum, the concept of differentiated learning is increasingly relevant because this curriculum emphasizes learner-centered learning and provides space for each student to develop abilities according to their potential (Sitorus, 2025). Therefore, differentiated learning becomes a fair and flexible approach, including students with special needs, receiving meaningful learning experiences through adjustments to learning content, processes, and products.

In practice, the diverse abilities of students in the classroom require teachers to effectively apply the principle of differentiation. Observations of Civics learning in class I at SDN 01 Karang Sari found a student who showed difficulties in reading and writing, he could not copy letters correctly and was not actively involved in literacy activities in the classroom. This condition indicates a specific learning disorder that resembles the characteristics of dyslexia, where students have difficulty recognizing letters, reading simple words, and writing them back correctly. These students find it easier to understand material through visual activities, listening to explanations or

practice-based activities compared to text-based activities. This situation shows how important it is to implement differentiated learning, especially in Civics subjects that are full of text and abstract concepts, so that students with literacy barriers can still participate actively in the classroom.

By understanding these conditions, it is important for educators to implement differentiated learning strategies consistently. According to Aulia Heriani et al. (2025), this implementation can be done through three main steps. First, increasing teacher competence by attending regular training, seminars, and sharing experiences with fellow teachers through KKG so that the application of differentiation becomes more affective. Second, the preparation of flexible materials, teachers can provide various learning resources such as books, videos, and interactive activities so that students can have according to their interests. Third, the use of diagnostic assessments, where teachers can use initial assessments to map students' readiness and learning styles so that teaching methods can be adjusted. Through these steps, teachers can implement differentiated learning that is inclusive and responsive to the needs of each learner, including dyslexic students who need special support in reading and writing activities.

Impact and Benefits of Differentiation for Dyslexic Students

Civics learning in primary schools aims to instill moral values, patriotism and character behavior. However, for dyslexic students, barriers in reading and understanding texts make it difficult for them to follow literacy-based lessons. Therefore, implementing a differentiated learning approach is an effective solution to make learning fair and inclusive. Riadiyani, Y. & Handayani (2024), stated that students with dyslexia need learning strategies that adjust their reading ability and learning style, such as the use of visual media, audio and multisensory activities that increase understanding of abstract concepts. In the context of Civics, teachers can change the form of presentation of material from long texts to illustrated stories, videos, or pictures that still emphasize civic values.

In addition, differentiation of the learning process is also important to provide different types of activities, such as role play, small group discussions, or simple simulations of social rules and moral values. Pratama (2022) argues that various learning activities can increase students' understanding and active participation in the learning process. Furthermore, teachers can do product differentiation by providing a choice of forms of learning outcomes. For example, students with dyslexia can express their understanding by using pictures, voice recordings or oral presentations. Nugroho (2025), states that flexible learning products can increase self-confidence and motivate students with special needs. These three different approaches make Civics learning more friendly for dyslexic students. These approaches not only help students understand social values and norms more specifically, but also help them become more confident, more motivated to learn, and more actively involved in Civics learning.

Meanwhile, the implementation of differentiated learning also has significant positive effects for students without learning disabilities. According

to Besare (2020), students with normal academic ability become more motivated and actively involved because they have the opportunity to choose a way of learning that suits their interests and learning pace. The implementation of differentiation encourages students to think critically, creatively and collaboratively as they participate in diverse and challenging activities according to their abilities. In addition, research conducted by Bahsoan et al. (2024), showed that differentiation can improve overall student learning outcomes as students learn in a more supportive, healthy and competitive environment.

Based on observations of Civics learning at SDN 01 Karang Sari, it shows that students who do not have reading barriers appear enthusiastic about participating in discussions, listening to teacher explanations, and writing answers according to the questions given. However, they were also helped by the variety of activities and learning media used by the teacher, such as picture cards and educational games, which made the classroom atmosphere more fun. In other words, the differentiated approach not only helps dyslexic students but also provides a more dynamic and meaningful learning experience for all students.

As such, differentiated learning has a positive impact on all students, both those with learning disabilities and those without. For dyslexic students, this approach can help boost their confidence and improve their understanding of the material. For normal students, differentiation makes learning more interesting, challenging and suits their learning style. The combination makes the Civics class more inclusive, collaborative and effective in instilling moral values and national character.

Challenges in Implementing Differentiated Learning

Implementing differentiated learning is not easy because it requires adequate skills, knowledge and support from various parties. Teachers are required to have the ability to identify students' individual learning needs, design appropriate learning experiences, and monitor the development and progress of each student on an ongoing basis.

However, according to Saiful Almujaib (2023), in practice, there are several obstacles that are often faced. Firstly, implementing differentiated learning requires considerable time to plan, manage and deliver experiences that meet students' needs. Secondly, limited budgets, access to materials and lack of administrative support can be barriers to providing the necessary resources for differentiated learning. Third, managing a classroom with students who have diverse learning needs. Because each student has a different learning style, pace, background interest. Fourth, implementing differentiated learning requires teachers' specialized skills and knowledge. If teachers do not have enough expertise in implementing differentiated learning, then this will be a challenge in the effectiveness of such learning.

CONCLUSIONS AND RECOMMENDATIONS

In this study, it can be concluded that the application of differentiated learning in Civics subjects for grade I elementary school students with dyslexia has proven effective in overcoming learning barriers related to the ability to read

and understand text. Through differentiation of content, process, product and learning environment as well as the use of visual media and peer assistants, dyslexic students will more easily understand the values of diversity and be more active in the learning process. This approach helps teachers to adapt learning strategies to students' readiness, interests and learning profiles to create an inclusive learning environment.

Practically, this research confirms the importance of teacher competence in identifying students' individual learning needs and implementing flexible learning methods. Differentiated learning not only provides benefits for students with special needs, but also encourages a collaborative, creative learning atmosphere that respects diversity. Based on the results of the research that has been conducted, there are several recommendations that can be used as a reference for various parties in increasing the effectiveness of differentiated learning for students with dyslexia, especially in Civics Education (Civics) subjects:

- 1) For teachers, it is recommended to conduct diagnostic assessments more often at the beginning of learning to find out the initial learning abilities and needs of each student. Teachers should use a variety of diverse strategies that include visual, auditory, and kinesthetic approaches so that Civics material becomes easier for students with dyslexia to understand.
- 2) For schools, there needs to be support in the form of training, mentoring and provision of adaptive learning resources. Schools should build a more inclusive learning environment by preparing special facilities and strengthening collaboration between teachers.

ADVANCED RESEARCH

This study has several limitations that need to be considered. First, the research results are still limited to the context of Civics learning in certain primary school education units, so they cannot be generalized to all schools with different social and cultural conditions. Secondly, the research focuses more on the aspect of instilling moral and social values without examining in depth the effectiveness of learning methods used by teachers in instilling these values. Third, students' involvement in the learning process is only observed in a relatively short period of time, so it cannot describe sustainable changes in attitudes and behaviors.

Based on these limitations, it is recommended that future research expand the scope of research subjects and locations, covering various levels and characteristics of primary schools in different regions. Future research could also examine in more depth the application of innovative learning models, such as Project Based Learning or Value Clarification Technique, in instilling national values and character in students. In addition, it is suggested that longitudinal research be conducted to see the development of students' attitudes, moral values and social responsibility over a longer period of time, so as to provide a more comprehensive picture of the effectiveness of Civics education in shaping the character of Indonesia's younger generation.

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