

THE EFFECT OF DIFFERENTIATED LEARNING OF PARENTAL INVOLVEMENT AND LEARNING STYLE ON SOCIAL STUDIES LEARNING SKILLS STUDENTS OF SD NEGERI MAYANGAN 2

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Abstract :

This study aims to examine the impact of differentiated instruction, parental involvement, and learning styles on the Social Studies learning skills of sixth-grade students at SD Negeri Mayangan 2 in Probolinggo City. The research employs a quantitative approach with a survey design, collecting data through questionnaires distributed to students, parents, and teachers. The sample consists of 73 students, selected using a saturated sampling technique. The data were analyzed using descriptive statistics and multiple regression analysis. The results indicate that differentiated instruction, parental involvement, and learning styles have a significant influence on students' Social Studies learning skills. Differentiated instruction supports students in developing critical thinking and creativity, while parental involvement enhances student motivation and discipline. Additionally, understanding students' learning styles enables teachers to adapt their teaching methods effectively. These findings emphasize the importance of collaboration among teachers, parents, and students in fostering an inclusive and adaptive learning environment. This approach not only enhances students' ability to comprehend Social Studies content but also has a positive impact on their academic performance. The study contributes to the development of teaching strategies that are more focused on addressing the individual needs of students.

Keywords : Differentiated; Instruction; Learning; Styles

INTRODUCTION

Learning is an effort to influence a person's emotions, intellectuals, and spirituals so that they can learn on their own terms, through a process that involves the development of moral, religious, activity, and creativity of students. This learning involves interactions and experiences aimed at generating behavioral changes in students, which are characterized by new abilities that are acquired on an ongoing basis. This learning is carried out by teachers who plan lesson materials, activities, assignments, and evaluations according to students' readiness, interests, and learning preferences (Andalussia et al., 2025). Differentiated learning, conducted by teachers, is an approach that accommodates the diversity of learners in learning based on their readiness, interests, and preferences (Susanti et al., 2024). In differentiated learning, teachers must pay attention to three important things: content, process, and learning

products, with the aim of creating learning that suits the needs of each student.

Differentiated learning requires teachers to deeply understand the characteristics of students, including their learning styles, intelligence levels, and initial abilities. That way, teachers can adjust learning materials to be more effective. Differentiated learning aims to provide equitable educational services, not by equal treatment for all students, but by providing what each student needs so that they can learn optimally in their own way (Sumilat & Gorius Geor, 2025). In addition, teaching skills are the abilities and abilities needed by teachers to carry out their duties in a planned and professional manner, which is the main capital in carrying out differentiated learning (Meng & Xu, 2025).

The implementation of differentiated learning requires teachers to get to know students individually, in order to implement learning strategies that are in accordance with student development. Teachers need to use the right approach in order to maximize the learning potential of students. The role of parents is also very important in educating children, giving affection, attention, and guidance, which affects the success of student learning (Esposito & Grochowski, 2025). Parents not only teach basic skills, such as religious education and moral values, but also play a role in shaping children's character by setting good examples and advice to correct mistakes (Wang & Perey, 2025).

Parental involvement in children's education is essential, especially in parenting, communication with teachers, and supporting children's education at home (Liu et al., 2025). Parents have an obligation to fulfill their children's rights, such as guiding them in mastering life skills and directing children to develop good attitudes and moral values. During the Covid-19 pandemic, the role of parents in assisting children's learning at home is increasingly important. Parents are expected to help their children in carrying out distance learning, which is a new challenge in education.

In addition to the role of parents, students' learning styles also play a role in the success of the learning process. Learning style is the way an individual absorbs, processes, and understands new information. There are different types of learning styles, such as visual, auditory, and kinesthetic, that affect the way students absorb information and solve problems (Wiwin Herwina, 2021). For example, there are students who find it easier to learn through visuals, such as pictures or videos, while others are more comfortable listening to the teacher's explanation or recording information. These differences in learning styles show that each student needs a different approach in the learning process.

In practice, learning at SD Negeri Mayangan 2 Probolinggo City still shows a gap in the implementation of differentiated learning. Most parents are not fully involved in their child's education, and some students have not received enough attention regarding their learning style. Based on observations, there are still challenges in the implementation of learning that is tailored to individual student needs, as well as a lack of parental involvement in supporting children's learning.

Seeing these conditions, this study aims to examine the influence of differentiated learning, parental involvement, and learning style on social studies learning skills of grade VI students of SD Negeri Mayangan 2 Probolinggo City. The formulation of the problem in this study includes four main questions: 1) Is there a co-influence between differentiated learning, parental involvement, and learning style on students' social studies learning skills? 2) Is there an effect of differentiated learning on students' social studies learning skills? 3) Is there an influence of parental involvement on students' social studies learning skills? 4) Is there an influence of learning style on students' social studies learning skills? This research is expected to provide insight into the importance of implementing learning that pays attention to the different needs of students, the role of parents, and learning styles in supporting student learning outcomes.

RESEARCH METHOD

This research design uses a quantitative method with a survey approach to collect data through questionnaires given to students, parents, and teachers. This study aims to examine the influence of differentiated learning, parental involvement, and learning style on the learning skills of 5th grade students of SD Negeri Mayangan 2 Probolinggo City. The study population consisted of 73 students, with samples taken using saturated sampling techniques. The data collected was in the form of quantitative data, which was analyzed using descriptive statistics and multiple regression to determine the influence of independent variables on dependent variables, namely students' learning skills. The instruments used included a questionnaire with a Likert scale to measure four variables: differentiated learning, parental involvement, learning style, and student learning skills. Data analysis was carried out by validity, reliability, normality test, linearity test, and regression analysis to test the relationship between variables and draw conclusions based on the results of the analysis. This study also considers the operational definition of each variable to be measured, namely differentiated learning, parental involvement, learning style, and student

learning skills (Lin et al., 2025).

FINDINGS AND DISCUSSION

Results

This study aims to analyze the influence of differentiated learning, parental involvement, and learning style on social studies learning skills of grade VI students of SD Negeri Mayangan 2 Probolinggo City. Differentiated learning is recognized as a method that can accommodate diverse learning needs, given that each student has different levels of ability and learning preferences. By applying this approach, teachers can help students to reach their full potential. The diversity of students' backgrounds in the classroom makes differentiated learning very relevant. This approach allows teachers to tailor learning to the individual needs of students, improving students' overall skills and achievement.

Parental involvement is also an important factor in the success of a student's education. According to Humairah Rizky Nopiyanti & Azizah Husin (2021), parents who are active in supporting children's education can increase children's motivation and learning skills (Karmelita et al., 2023). Parental support can be in the form of tutoring at home, communication with teachers, or creating a conducive learning environment. In addition, the role of parents also includes guiding children to understand the educational values taught. The presence of parents in the learning process can have a positive psychological influence, increase student confidence, and help students face learning challenges.

In addition to parental involvement, student learning styles are also variables that affect learning effectiveness. Each student has a different learning style whether visual, auditory, kinesthetic, or a combination of all three and the teacher's understanding of these learning styles can help create the right learning strategies. Teachers who are able to recognize and adapt teaching methods to students' learning styles can improve the quality of learning. In this case, students will absorb information more easily, and the learning process will be more efficient. Thus, the influence of the three differentiated learning variables, parental involvement, and learning style together showed a significant relationship on students' social studies learning skills.

The results of the analysis showed that differentiated learning, parental involvement, and learning styles complemented each other. Students who get a learning approach according to their needs tend to have better skills. Differentiated learning allows students to develop critical thinking skills and

actively participate in the learning process. This learning helps students to be more confident in completing their tasks. In addition, parental involvement strengthens students' motivation and discipline. Parents who provide emotional support assist students in overcoming learning difficulties and developing their skills. As facilitators, parents play a role in creating harmonious relationships with children, which in turn has a positive impact on students' learning skills (Naibaho et al., 2021).

Furthermore, learning style also plays an important role in learning success. According to Azzahrah, et al. (2021), students with visual learning styles have an easier time understanding material through images, graphics, and visual presentations, while auditory students tend to understand information more easily through hearing. Kinesthetic students are more likely to learn with hands-on practice and physical experience (Zega, 2024). Teachers who recognize and adapt this learning style can improve students' learning skills. By providing materials that are appropriate to students' learning styles, teachers create a more enjoyable and immersive learning experience. The use of a variety of teaching approaches, such as discussions, visual presentations, and practical activities, contributes to the improvement of students' learning skills.

A differentiated learning approach also encourages students to be more active in learning. By providing challenges that suit the abilities of each student, learning becomes more meaningful and less boring. Students are encouraged to explore new ideas, enhance their creativity, and develop critical thinking skills. This learning adjustment allows students to overcome barriers to understanding the material, as well as strengthen their ability to develop social skills, such as working in groups. In social studies learning, these skills are essential because the topics covered often involve complex social dynamics.

Teachers also play an important role in identifying students' learning needs. By conducting an initial assessment, teachers can know the strengths and weaknesses of the students, which allows them to design learning activities that are more tailored to the needs of the students. In social studies learning, which involves more complex material, effective learning strategies are needed to ensure that all students can follow the learning well. The application of differentiated learning helps students to understand abstract concepts in social studies, such as social, economic, and cultural concepts, in a more understandable way.

In addition, differentiated learning improves students' social skills. By

providing opportunities to collaborate in groups, students learn to work together, support each other, and share ideas. These group activities improve students' communication skills and strengthen their social skills. This skill is essential in social studies learning which often involves group discussions to analyze social issues. The use of technology in differentiated learning, such as videos, interactive quizzes, and educational games, also provides additional benefits. Technology allows students to learn in a more flexible way and in accordance with their learning style.

Support from schools is essential in the successful implementation of differentiated learning. Schools need to provide training for teachers to improve their competence in using this learning method. Adequate facilities are also needed to support the implementation of diverse learning strategies. Collaboration between teachers, schools, and parents is needed to create a conducive and inclusive learning environment. Parents who actively support differentiated learning can assist teachers in understanding their child's needs and interests, leading to more effective teaching strategies.

The results of this study show that differentiated learning has a significant influence on students' social studies learning skills. By providing a more personalized approach, students feel more valued and motivated to learn. This learning also improves students' critical and creative thinking skills, as well as helping them develop important social skills. Teachers who are able to adapt the material to the student's learning style and involve parents in the learning process can significantly improve student learning outcomes.

In addition, parental involvement in accompanying learning at home has a great positive impact on the development of students' skills. Parents who dedicate dedicated time to helping children learn create positive emotional connections, reinforce students' sense of responsibility for their tasks, and encourage improved learning achievement. Parental involvement also strengthens students' motivation, making them more confident and motivated to learn better. Good communication between parents and teachers plays an important role in optimizing student development, ensuring that the support provided is appropriate to the needs of the students.

In this case, students' learning styles play an important role in determining how they absorb, process, and apply the information obtained during learning. By understanding visual, auditory, and kinesthetic learning styles, teachers can tailor teaching methods to make them more effective, allowing students to better

understand social, economic, and cultural concepts. An approach that suits each student's learning style allows them to be more motivated and feel more comfortable in the learning process.

Overall, this study shows that collaboration between teachers, parents, and students is essential to support learning success. Differentiated learning, parental involvement, and understanding of students' learning styles have a significant impact on students' social studies learning skills. The results of this study provide important implications for the world of education, especially in creating an inclusive and adaptive learning environment. This approach helps to improve the quality of learning and provides new hope for better educational development in the future.

Discussion

Differentiated learning, which is recognized as a highly relevant method in the context of modern education, is expected to be able to accommodate the diverse learning needs of students. Each individual in a learning environment has different levels of ability and learning preferences, which, when carefully considered, can support the achievement of their best academic potential (Işık et al., 2025). The diversity of students' backgrounds, both socially, culturally, and economically, further emphasizes the importance of this approach. Differentiated learning facilitates the adjustment of learning to individual needs, which can ultimately improve students' skills and achievement across the board (Christie & van den Oever, 2025).

Differentiated learning is not only an alternative, but now a must, especially in heterogeneous classrooms. According to Zain (Sarnoto, 2024), differentiated learning provides an opportunity for teachers to better understand the characteristics of each student, from their learning style to their level of understanding. In this context, learning tailored to individual needs is expected to encourage students to more actively participate in the learning process, as well as develop critical thinking and problem-solving skills (Marfuah et al., 2024). This is in line with the view put forward by Diantika Pebriyanti (2023) who states that the application of differentiated learning can create an inclusive learning environment, where diversity is not an obstacle, but an opportunity for optimal development of students' potential (Winda et al., 2024).

On the other hand, parental involvement has also proven to be a crucial external factor in the student learning process. In line with the findings stated by Humairah Rizky Nopiyanti & Azizah Husin (2021), parental involvement in

children's education plays a role in increasing children's motivation and learning skills. Parents who are active in supporting their children's education, either through home learning assistance, communication with teachers, and the creation of a conducive learning environment, can strengthen the development of children's academic abilities. The presence of parents not only provides practical support, but also psychological support that can improve confidence and foster perseverance in learning (Makmun *et al.*, 2023). Furthermore, parental involvement strengthens student discipline, as well as serves as a facilitator to overcome the challenges faced by students in the learning process.

Another aspect that is no less important is the student's learning style. As explained by Azzahrah, *et al.* (2021), each student has a unique learning style, which affects the way they absorb, process, and apply information. Learning styles, which can be classified into visual, auditory, and kinesthetic categories, have significant implications for the way teachers organize and deliver material. Students with visual learning styles are more likely to understand material through images, graphics, and other visual media. In contrast, auditory students are more effective at understanding information through hearing, either through lectures or discussions, whereas kinesthetic students are more likely to learn through physical activity or hands-on experience (Viantho *et al.*, 2024). Therefore, a deep understanding of students' learning styles is essential for teachers to adapt teaching methods to be more effective and improve students' learning skills (Logan & Lyons, 2025).

Teachers who are able to recognize and adapt teaching strategies to students' learning styles not only speed up the learning process, but also improve the quality of material understanding. This is in accordance with the findings described by Nasihudin & Hariyadin (2021), who stated that an approach tailored to students' learning styles can strengthen students' analytical and problem-solving skills. In the context of social studies, where learning involves social, economic, and cultural topics, learning style is one of the aspects that can accelerate mastery of the material. Therefore, integrating a variety of teaching approaches that cover a wide range of student learning styles is essential to achieve optimal learning outcomes (Salwa Saprudin *et al.*, 2025).

Parental involvement and learning styles are also intertwined in creating a learning environment that supports student skill development. In line with the findings stated by Aini (2020), adjusting learning strategies based on students' learning styles increases the efficiency of the learning process and accelerates

material understanding. By understanding and accommodating students' learning styles, teachers can create a more personalized and meaningful learning experience. Students who learn according to their learning style will be more motivated, feel more comfortable, and absorb information more easily (Pasaribu, 2024).

This will certainly have a positive impact on improving their learning skills. The results of this study also show that differentiated learning, parental involvement, and learning styles complement each other, and together contribute significantly to students' social studies learning skills. The three variables show a strong and mutually supportive relationship, leading to improved critical thinking skills and students' ability to complete learning tasks. Learning tailored to students' needs provides an opportunity for them to develop social skills through group collaboration, which is important in social studies learning which often involves the analysis of social issues (Dista et al., 2024).

The support of technology in differentiated learning also cannot be ignored. Technology, such as videos, interactive quizzes, and educational games, provides flexibility in delivering material and allows students to learn at their pace and learning style. The application of this technology can increase student engagement, as well as allow them to be more independent in learning (Ramdhani et al., 2024). In the context of social studies, technology can also be used to visualize social or historical data, which will be easier for students with visual learning styles to understand. In contrast, students with an auditory style can enjoy lecture-based learning materials more or discussions, while kinesthetic students can be more engaged through practical activities or simulations.

In addition, periodic evaluation of the effectiveness of the approach used is also very important. The use of initial assessments can help teachers to identify students' needs, as well as adjust learning materials and methods that are more suited to their learning styles. In this way, teachers can design more inclusive and adaptive learning, allowing each student to thrive according to their potential and needs. This evaluation also allows teachers to continuously improve the quality of teaching and achieve better educational goals (Cruz et al., 2025).

Overall, this research has significant implications for the world of education, especially in creating an inclusive and adaptive learning environment. Differentiated learning, parental involvement, and understanding of students' learning styles have been proven to have a significant impact on students' social studies learning skills. These findings are in line with recent research that

emphasizes the importance of a holistic approach in education, which involves collaboration between teachers, parents, and students to create more meaningful and effective learning experiences. In the future, this research opens up opportunities to develop teaching strategies that focus more on individual student needs, as well as strengthen collaboration between schools and parents in supporting a better learning process.

CONCLUSION

This study revealed that differentiated learning, parental involvement, and learning style significantly affected the social studies learning skills of grade VI students of SD Negeri Mayangan 2 Probolinggo City. The results of the analysis showed that differentiated learning that tailored the material to the needs of students improved students' critical thinking skills and creativity, with a significant influence on their skills. Parental involvement has also been shown to strengthen students' motivation, discipline, and confidence, which has a positive impact on their learning outcomes. In addition, teachers' understanding of students' learning styles (visual, auditory, and kinesthetic) allows them to adapt teaching methods, which in turn improves the effectiveness of students' learning and skills. Based on data collected from 73 students with saturated sampling techniques, multiple regression analysis showed that the three variables complemented each other and collectively contributed positively to students' learning skills, especially in social studies materials. These findings highlight the importance of collaboration between teachers, parents, and students in creating an inclusive and adaptive learning environment, which is expected to improve the quality of education in the future.

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