DIDAKTIKA
JURNAL PEMIKIRAN PENDIDIKAN
http://journal.umg.ac.id/index.php/didaktika
E-ISSN 2621-8941
Vol. 32 No. 1 Tahun 2026 | 73 – 86
DOI: 10.30587/didaktika.v32i1.11195

Implementation of Differentiated Learning with the Project-Based Learning Model to Improve Third Grade Elementary School Students' Main Sentence Identification Skills

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ARTICLE INFO

Keywords:

differentiated learning:
project-based learning:
ability to identify the main sentence

Article history:

Received 2025-12-15
Revised 2026-01-18
Accepted 2026-02-06

ABSTRACT

This research aims to strengthen the skills of Class 3A students at SDIT Al-Ibrohimi in identifying the main sentence in a paragraph through the application of differentiated learning using a project-based learning model. The type of research conducted was classroom action research, carried out in two cycles with 27 students as the research subjects. Each cycle consisted of the planning, implementation, and observation stages, followed by reflection on the implementation of the actions. The data collection techniques used in this research were interviews and observations. The research results show that there was an increase in learning outcomes, with the classical learning outcomes initially reaching 68.1%. This indicated that further action was necessary, as the specified learning objectives had not yet been achieved. After implementing improvements based on the reflections from the first cycle, the second cycle showed an increase in student learning outcomes to 93.5%, which was classified as successful, as it met the success criteria. Thus, the application of differentiated learning with a project-based learning model effectively improves the ability of Class 3A students at SDIT Al-Ibrohimi to identify the main sentence in a paragraph.

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INTRODUCTION

Language lessons play a central role in the social, emotional, and intellectual development of students, which supports and underpins their success in learning all subjects (Kendek & Hasby,

2022).Indonesian language lessons are intended to improve students' ability to communicate using language to understand and respond to situations that occur at the local, regional, national, and global levels in line with the curriculum currently in effect. The scope of Indonesian language learning covers language and literary skills, which consist of listening, speaking, reading, and writing, as outlined in the ideal competency standards for improving students' language proficiency and skills (Ali, 2020; Utami & Nugroho, 2023). Language proficiency at a young age depends on the ability to understand reading material and identify the main ideas or sentences, enabling students to absorb information critically and comprehensively (Kendeou, 2024).

One of the competency standards that third-grade elementary school students must achieve is "the ability to find the main sentence in a paragraph." The Ministry of Education and Culture has emphasized the importance of basic literacy, including critical reading skills, as the foundation for the development of other learning skills (Kemendikbud, 2021; Dewayani et al., 2021). The ability to find the main sentence or main idea in a text is one of the literacy competencies that is needed and must be mastered by students at the elementary education level (Nasution, 2020). This ability affects students' understanding of the learning material as a whole, especially in effective reading and analyzing information.

Finding the main sentence is an important step that helps students understand the text as a whole, thereby increasing the effectiveness of learning in various subjects. (Santrock, 2020); (Rahmi, 2019); (Hasibuan, 2021).Reading skills at the elementary school level are literally divided into two parts, namely beginner reading, which is specified for students in grades 1-2, and advanced reading or reading comprehension, which is intended for students in grades 3-6. (Taufik, 2020). In the learning process, the ability to find the main sentence of a paragraph is one of the most basic and important skills. According to the National Education Standards Agency (BSNP), mastery of basic literacy, including reading skills, is one of the competencies that students should master in the elementary education curriculum.(Dr. Vladimir, 2022); (BSNP, 2021).

Finding the main sentence in a paragraph is a type of reading comprehension activity. To master reading comprehension skills, students are required to be able to understand the content of the reading implicitly.That way, students will find it easier to interpret the content of the sentence or message conveyed by the author through the reading.The ability to find the main sentence helps students understand the main idea in each paragraph, which allows them to grasp the main message in the text and improve their understanding. Research by Duke & Pearson (2020) shows that students who are able to find the main idea tend to understand the text better and have a stronger memory of important information.

The reality encountered by researchers in the classroom shows that the learning process is aimed at training students to find the main sentence and improve learning outcomes. Some of the reasons why students find it difficult to complete the questions include their weakness in understanding the language of the questions. In addition, students' inability to determine the meaning of a sentence also makes it difficult for them to identify the main sentence in a paragraph.

Based on the results of observations conducted by researchers, it was found that during the learning process, 81.5% of students in class 3A were unable to accurately and quickly find the main sentence in a paragraph. They considered the activity of finding the main sentence in a paragraph to be difficult. Students are still unable to distinguish between the main sentence and supporting sentences in a paragraph. In fact, there are some students who do not fully understand what a sentence is. This lack of skill certainly affects students' proficiency in understanding reading materials or questions that they will continue to encounter throughout their schooling and even later in life.

During the learning process, there were still some students who lacked focus in following the lessons even though the teacher had used audiovisual learning media to stimulate their interest in learning. This could have happened because there were still some students who felt that on that day they had not been fully facilitated in terms of their desired learning needs. This is because the learning media used by teachers is limited to showing videos on YouTube, and the teaching methods often used by teachers are lectures and question and answer sessions.

The assignments given to students are also not optimal in encouraging them to explore knowledge because they are only asked to copy the material that the teacher has presented on the blackboard. This then affects the level of understanding of the students, as the lack of active participation in learning certainly affects the students' skills in finding the main sentence in a paragraph that can be used by students in understanding and interpreting a particular object from the learning activities they do.

Most previous studies tend to separate differentiated approaches and PjBL and focus more on exact subjects such as mathematics or science, but this study fills the gap by integrating both simultaneously in the development of micro-literacy skills in lower elementary school students, namely finding the main sentence. Furthermore, this study supports constructivist theory (Vygotsky, 1978), which emphasizes that effective learning occurs in a social context and through interaction between students. The PjBL collaborative learning method can help the Zone of Proximal Development (ZPD). On the other hand, the differentiated approach helps provide scaffolding tailored to the unique needs of each student. Furthermore, this study supports the idea (Tomlinson, 2017) that when teachers consider students' readiness, interests, and learning styles simultaneously, the curriculum can be modified appropriately. The results of this study provide theoretical benefits by improving the implementation of a combination of two modern learning approaches. This study also provides practical benefits for the context of lower-grade elementary schools, where project-based literacy exploration and learning have been underutilized.

The novelty of this study lies in the simultaneous integration of differentiated learning and the Project-Based Learning (PjBL) model to improve students' micro-literacy skills, particularly their ability to find the main sentence in reading texts in lower grades of elementary school. Most previous studies have focused on applying only one approach or have been limited to exact subjects, so this study fills the gap by adapting both approaches in the context of Indonesian language literacy learning. Through the synergy of differentiation, which adapts content, process, and product to students' learning needs, and PjBL, which provides contextual, collaborative, and project-based learning experiences, this research not only provides practical contributions to elementary school teachers but also strengthens the theoretical foundations of Vygotsky's constructivism and Tomlinson's ideas of differentiation in the context of literacy learning in the era of the Merdeka Curriculum.

Based on the problems described above, the researcher aims to conduct classroom action research through the application of differentiated learning with a project-based learning model intended to improve the ability of third-grade students at SDIT Al-Ibrohimi to find main sentences. Differentiated learning allows teachers to adjust learning procedures, materials, and products to suit student profiles (Tomlinson, 2017; Palieraki & Koutrouba, 2021). Meanwhile, the PjBL model makes real projects more contextual, collaborative, and problem-solving-centered (Imbaquingo & Cárdenas, 2023; Nurhidayah et al., 2021).

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The introduction should briefly place the study in a broad context and highlight why it is important. It should define the purpose of the work and its significance. The current state of the research field should be reviewed carefully, and key publications cited. Please highlight controversial and diverging hypotheses when necessary. Finally, briefly mention the main aim of the work and highlight the principal conclusions. As far as possible, please keep the introduction comprehensible to scientists outside your particular field of research. References should be cited as (Kamba, 2018) or (Marchlewska et al., 2019) or (Cichocka, 2016; Hidayat & Khalika, 2019; Ikhwan, 2019; Madjid, 2002) or (Miller & Josephs, 2009, p. 12) or Rakhmat (1989). See the end of the document for further details on references. Technical terms should be defined. Symbols, abbreviations, and acronyms should be defined the first time they are used. All tables and figures should be cited in numerical order.

METHODS

The method applied in this study is Classroom Action Research (CAR). CAR is research conducted by educators to improve the quality of learning through the provision of actions to students in the classroom (Pahleviannur, 2022). In line with this statement. Parnawi (2020) explains that CAR is a series of repeated investigative processes aimed at improving performance strategies, order, methods, competencies, or the learning environment. Therefore, the end result of CAR is the resolution of problems and an improvement in the quality of education and teaching that occurs in the classroom (Parnawi, 2020).

In this study, the process that was improved was the application of a differentiated learning approach in the PjBL model in the classroom so as to improve the students' ability to find the main sentence. This study was conducted at SDIT Al-ibrohimi Manyar with 27 students in grade 3A as the research subjects. The object of this study was the ability to find the main sentence. The research procedure included planning, implementation, observation, and reflection. Typically, the Kemmis & McTaggart PTK model scheme is spiral-shaped, showing a continuous relationship between the planning, action, observation, and reflection stages, which are followed by the next cycle (Nugroho, 2019). The results of the reflection from cycle 1 are then evaluated. If there are shortcomings in the presentation of the method, improvements are made in cycle 2 until the method used achieves the results desired by the researcher (Yusri, 2020).

The research model used in this classroom action research is the Kemmis and McTaggart model. The Kemmis & McTaggart classroom action research (CAR) model is very popular among teachers for improving learning practices (Yusri, 2020). This model focuses on a reflective cycle that allows teachers to identify, address, and correct problems that occur in the classroom. This model is a development based on the basic concepts previously proposed by Kurt Lewin. The difference lies in the acting and observing stages, which are compared as a single unit (Pahleviannur, 2022).

The Kemmis and McTaggart model of CAR essentially consists of a series of tools comprising four stages: planning, action, observation, and reflection (Utomo et al., 2024). The four stages form a single unit in the cycle. Each cycle aims to provide gradual and continuous changes in learning (Kemmis, S., & McTaggart, 2021). This PTK model is cyclical. This means that if the problem has not been completely resolved, the teacher will carry out the next cycle with new action plans based on the results of the previous cycle's reflection. This process can continue for several cycles until the goal is achieved. (MCNiff & Whitehead, 2022). The model developed by Kemmis and McTaggart can be visualized as follows:

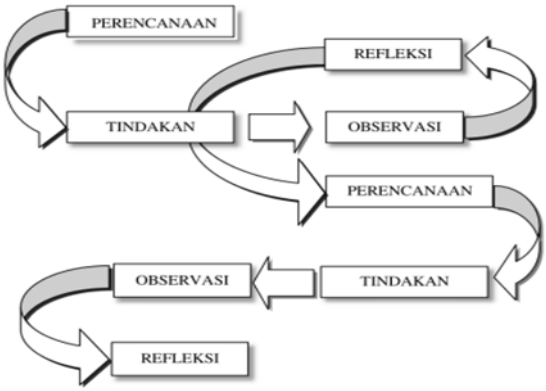

Figure 1. Kemmis & MC Taggart Research Model Flow

FINDINGS AND DISCUSSION

The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part. For ease of reading and comprehension, findings are presented first followed by discussion. The Findings sub-title and Discussion sub-title are presented separately. This section should occupy the most part, length 40-60% of the total length of the whole body of the article.

Findings

1. Learning Outcomes

A classroom action research study using a differentiated learning approach in a project-based learning model was conducted by the researcher on students in class 3A at SDIT Al-Ibrohimi. This study was conducted with the aim of improving students' ability to find the main sentence in a paragraph, which was measured based on their low learning outcomes. This research was conducted based on the background of the problem described by the researcher in the introduction. The main problem was that students were unable to find the main sentence in a paragraph, as evidenced by the learning outcomes of students, which showed that 81.5% of 3A students did not have this ability. The data from the pre-research results can be seen in the following diagram:

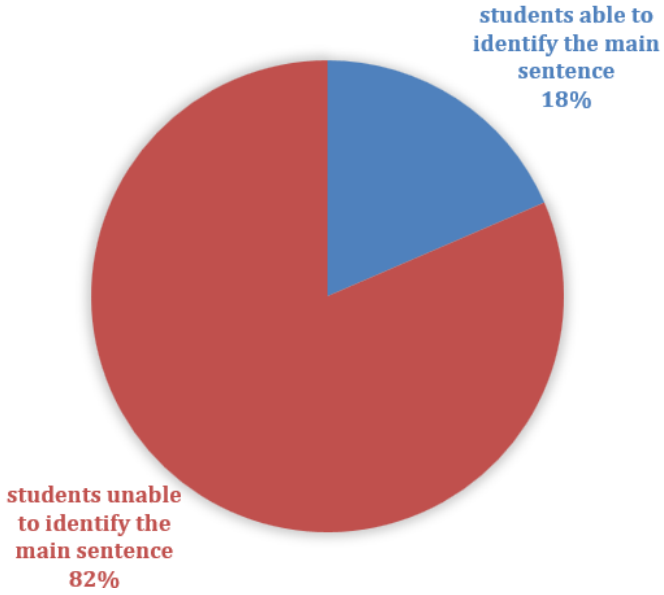

Figure 2. Students ability identify the main sentence

The research was conducted in two cycles, with each cycle allocated 4 x 35 minutes. All students were present during both cycle I and cycle II. Class teachers assisted in the research by acting as observers who would later provide evaluations and reflections to the researchers during the research process. The results obtained in each cycle are presented in the following data:

a. Learning Outcomes for Cycle 1

The activities carried out by researchers in the planning stage included conducting interviews with classroom teachers regarding the problems encountered during the preliminary research and consulting on the solutions offered to minimize these problems. During this planning stage, it was agreed that the solution that could be offered to address the problems identified was to implement differentiated learning supported by projects that could encourage students to be directly involved in the process of exploration and observation in accordance with their learning styles and initial abilities.

In the implementation stage, the researcher conducted the learning process in the Indonesian language, with the material being the identification of main sentences, which was carried out with a time allocation of 4x35 minutes with 2x meetings in each cycle because it took a long time for students to complete the projects given by the teacher. Differentiated learning was implemented by observing four types of differences, namely differentiation and content differentiation, which were carried out by providing various reading texts and sources of information presented in the form of stories, videos, visual informative texts, and short texts that were matched to the students' level of understanding and literacy skills. Process differentiation was carried out by involving students in group activities to discuss and exchange opinions. The division of groups is aligned with the students' level of understanding. Teachers provide more intensive support to groups that need help to complete the assigned tasks. Product differentiation is implemented through the students' project results or final products on the steps to find the main sentence in a paragraph, which they can present in the form of concept maps, visual diagrams, picture cards, or procedural texts. Differentiation of the learning environment is applied by arranging the physical classroom into a comfortable area that allows students to freely engage in activities to complete their projects.

Furthermore, at the observation stage, the researcher, with the help of colleagues and classroom teachers, acted as an observer to collect data by filling out research instruments in the form of observation sheets on student and teacher activities and test sheets provided to measure students' understanding and skills in finding the main sentence in a paragraph. In addition to acting as observers, the classroom teacher and colleagues also acted as evaluators who would later provide reflections on the implementation of learning to the researcher. Thus, the classroom action research activities carried out could be well controlled as an effort to ensure the success of the research. The learning outcomes of cycle I, which focused on 27 students in class 3A, can be seen in the following table:

Table 1. Average Learning Outcomes for Cycle 1

Category	Range	Cycle I
Total Score	Obtained	1840
Total Score	Maximum	2700
Average Score	Percentage	68.1%

Based on the data obtained in the research in cycle I, it was found that the criteria for achieving learning objectives had not been fully achieved due to the classical learning completeness obtained, which was 68.1%, indicating that the implementation of classroom action research in cycle I had not been successful and that follow-up actions needed to be carried out in cycle II. Based on the results obtained during the observation stage of the Indonesian language learning process, the identification of main sentences through the application of differentiated learning in the project-based learning model could not be implemented optimally because there were still several weaknesses in its application. The weaknesses referred to are that during the learning process, the teacher was unable to accommodate the students' learning motivation in several stages of the learning process, particularly in the stage of determining basic questions that required students to listen to the teacher's explanations and prompting questions. In addition, at several moments, there were still students who were noisy and disturbed their friends during the learning process.

Table 2. Percentage of Learning Mastery Cycle

Category	Percentage (%)	Frequency
Completed	51.85	14
Not Completed	48.15	13

Based on the results obtained and observed in the implementation of cycle I, the researcher decided to make further improvements to the learning process in cycle II. The improvements were made by being more assertive and innovative in encouraging students to focus on learning and maintain order. Furthermore, the teacher also made other improvements by conducting a conclusion-drawing stage for the material that had been learned at the end of the learning process, integrated into ice-breaking activities that could train students' memory in relation to the steps for finding the main sentence in a paragraph. Finally, based on the suggestions given by the classroom teacher, the researcher modified the third question item with a HOTS level that was considered too difficult to test third-grade elementary school students.

b. Learning Outcomes for Cycle 2

The planning stage in cycle II was carried out with reference to the results of the evaluation and reflection of the learning process conducted in cycle I, which then became notes for the researcher, namely the failure to achieve learning objectives due to students' lack of focus in learning, as evidenced by the learning outcomes of several students who had not achieved the KKTP. In the second cycle, the researcher updated several activities in the learning design, especially at the end of the learning process, which often caused students' focus and enthusiasm for learning to be unfocused. The implementation of actions in cycle II did not show significant differences and remained in line with the implementation of learning in cycle I, where cycle II actions still used a differentiated learning approach with a project-based learning model in Indonesian language content to identify the main sentence in a paragraph.

The observation stage in cycle II was carried out by involving the homeroom teacher and colleagues as observers to observe the learning process. Data collection was still carried out using the same instrument as in cycle I. The implementation of cycle II, which focused on improving the learning process in cycle I in an effort to create a learning process that could improve the ability of 27 students in class 3A to find main sentences, can be seen in the following presentation:

Table 3. Average Learning Outcomes for Cycle 2

Category	Range	Cycle II
Total Score	Obtained	2525
Total Score	Maximum	2700

The planning stage in cycle II was carried out with reference to the results of the evaluation and reflection of the learning process conducted in cycle I, which then became notes for the researcher, namely the failure to achieve learning objectives due to students' lack of focus in learning, as evidenced by the learning outcomes of several students who had not achieved the KKTP. In the second cycle, the researcher updated several activities in the learning design, especially at the end of the learning process, which often caused students' focus and enthusiasm for learning to be unfocused. The implementation of actions in cycle II did not show significant differences and remained in line with the implementation of learning in cycle I, where cycle II actions still used a differentiated learning approach with a project-based learning model in Indonesian language content to identify the main sentence in a paragraph.

The observation stage in cycle II was carried out by involving the homeroom teacher and colleagues as observers to observe the learning process. Data collection was still carried out using the same instrument as in cycle I. The implementation of cycle II, which focused on improving the learning process in cycle I in an effort to create a learning process that could improve the ability of 27 students in class 3A to find main sentences, can be seen in the following presentation:1

2. Student Activities

a. Student Activities Cycle 1

In cycle 1, student activity in learning was still quite active, but not yet optimal. Some students appeared to lack focus in finding the main sentence in the reading text. The activities that stood out were

1) Students read the text but were not yet able to independently identify the main sentence.

2) Most students were still passive in group discussions.
3) Involvement in simple projects (project-based learning) was still limited to students who were brave enough to participate.

Students have difficulty finding the main idea, which is an important part of reading comprehension, because they do not understand the structure of the text well. This shows that the learning approach used has not fully helped students learn to think critically and analytically. In addition, the lack of student interaction in group discussion activities shows that students need greater motivation to learn and collaborate.

According to Vygotsky's constructivist theory, effective learning occurs when students are actively involved in social processes, such as group discussions and project-based activities. Vygotsky emphasizes the importance of the zone of proximal development (ZPD), which is the gap between the abilities that students possess independently and the abilities that can be achieved through the guidance of peers or teachers. In this context, the low level of student participation in discussions and projects indicates that scaffolding from teachers and peers has not been maximized.

Research by Thomas (2000) on project-based learning states that project-based learning can improve students' critical thinking, communication, and collaboration skills. However, the success of PjBL is highly dependent on clear task planning and active support from teachers. Another study by Hidayati (2018) also shows that students' skills in identifying main sentences increased significantly after applying guided reading strategies in small groups. This shows that the integration of strategic reading methods with a collaborative approach can be a solution to overcome the problems that arise in cycle 1.

b. Student Activities Cycle 2

In cycle 2, after improvements in the form of explicit guidance and interest-based differentiated learning, student activity increased significantly:

1) Most students were able to find the main sentence with the help of the guidance sheet.
2) Group discussions were livelier, and almost all students were involved.
3) The project products produced by students (such as concept maps) showed greater creativity and understanding.

Group discussions also showed positive developments. Not only were they livelier, but almost all students were actively involved in the discussion process, both in expressing their opinions and in responding to their friends' ideas. This shows that the differentiated learning approach successfully identified students' interests and encouraged their intellectual and emotional involvement in the learning process. Collaboration between group members became more focused and produced more results.

Student project products, such as concept maps, not only showed improvement in creativity but also demonstrated a deeper understanding of the material. Some groups added visual elements to support the content, and some students began to be able to organize information in a logical flow. This is in line with Howard Gardner's multiple intelligences theory, which states that learning will be more effective if it is tailored to students' strengths and learning interests, for example, through visual-spatial, linguistic, or interpersonal approaches.

Research by Tomlinson (2014) also supports the effectiveness of differentiated learning in increasing student participation and understanding. In this context, students are given the opportunity to learn through approaches that suit their preferences and learning styles. As a

result, not only does their understanding of the concepts improve, but their motivation to learn is also boosted. The success of cycle 2 provides the basis for recommending a more personalized and varied approach in planning lessons for the next class.

Discussion of the results of research and testing obtained is presented in the form of theoretical descriptions, both qualitatively and quantitatively. The results of the experiment should be displayed in either a graph or a table. For charts can follow the format for tables, diagrams, and images.

Discussion

The increase in student activity from cycle I to cycle II shows that the application of differentiated and project-based learning can encourage a shift in learning patterns from passive to active. Students not only act as recipients of information but also as seekers, discoverers, and processors of information in the learning process. This is in line with Piaget's view in constructivism theory, which emphasizes that knowledge is built through active learning experiences. Research by Wulandari and Ningsih (2020) proves that problem-based learning strategies can improve students' concentration and ability to identify the main ideas in a text, which is similar to the improvement in the ability to find the main sentence in cycle II. Thus, teachers play more of a role as facilitators who provide support according to the individual needs of students.

In addition, the independence formed in students is an important indicator of the success of learning strategies. Vygotsky, through his zone of proximal development theory, emphasizes that cognitive development occurs when students are gradually guided through scaffolding from teachers and peers. This was evident in cycle II when student involvement in discussions increased and they were better able to find the main sentence with minimal assistance. Research by Putri and Hasanah (2021) supports this by showing that collaborative learning increases student activity and academic communication skills. Thus, students learn to balance independence with collaboration, which is an important competency in 21st-century learning.

These results also reinforce Guilford's (1967) view of creativity, which includes the aspects of originality, flexibility, and elaboration. In cycle II, students' project products were more creative and demonstrated better understanding, in line with the research by Sari and Kurniawan (2020), which found that project-based learning is effective in increasing creativity and conceptual understanding. These findings are also supported by Hmelo-Silver (2017), who emphasizes that project-based learning not only improves cognitive knowledge but also social, communication, and problem-solving skills. Thus, the application of differentiated and project-based learning can be considered an effective strategy for improving learning outcomes while shaping independent, creative, and collaborative attitudes in elementary school students.

Jatmiko & Putra (2022) explain that differentiated learning is implemented by considering four types of differences, namely content differentiation, process differentiation, product differentiation, and learning environment differentiation. Content differentiation relates to what students will learn, while process differentiation is implemented by aligning learning activities with students' characteristics and preferred learning styles. Product differentiation relates to giving different product assignments to students according to their needs and learning styles. Finally, environment differentiation is related to providing a psychologically safe space and a suitable physical classroom environment. This means that each product created by each student is different. (Wahyuningsari et al., 2022)

Based on the data generated in cycle I and cycle II, the use of a differentiated learning approach with a project-based learning model was categorized as successful in improving students' ability to find

the main sentence. This is in line with Bayumi's (2021:16) opinion, which states that the application of differentiated learning tailored to learning needs can help increase student learning motivation and thus have an impact on the achievement of learning objectives. In addition, the achievement of classical learning outcomes, which reached a completion rate of 93.5%, is also in line with the results of research by Yusro & Ardania (2023), which states that the implementation of differentiated learning in the PjBL model can make it easier for students to improve their learning outcomes. This is because students are directly involved in the process of exploring concepts and completing projects, which can provide them with meaningful understanding. Therefore, the meaning of differentiated learning implementation will be more pronounced when implemented using a constructivist project-based learning model (Siregar et al., 2023).

The results of the observation show that there is a significant difference between student activity in cycle I and cycle II. In cycle I, students appeared to be less focused and still dependent on teacher guidance, while in cycle II they showed increased concentration and were able to find the main sentence independently. These findings are in line with Slavin's (2018) view that teacher-centered learning can hinder independence, while a shift towards learning that provides space for student activity supports Piaget's constructivist theory, which emphasizes the importance of active involvement in knowledge building. In line with this, Wulandari and Ningsih (2020) found that problem-based learning strategies can improve students' concentration in identifying the main ideas of a text, so that the success in cycle II can be seen as evidence of the effectiveness of the intervention applied.

The same change was also evident in discussion engagement. While in cycle I most students were passive; in cycle II almost all students were actively involved. This phenomenon can be explained through Vygotsky's theory of the zone of proximal development, in which social interaction promotes cognitive development through scaffolding. Johnson and Johnson (2009) emphasize that a collaborative structure in discussions is important for creating positive interdependence that increases participation, and this is reinforced by research by Putri and Hasanah (2021), which shows that collaborative learning contributes to improving students' academic communication skills. Thus, the shift from passive to active proves that the collaborative approach used in cycle II is more suited to students' needs.

Students' ability to find the main sentence also improved. In cycle I, the majority of students still made frequent mistakes and were not yet independent, but in cycle II, most were able to do so with minimal assistance. This condition is in line with Bruner's theory of discovery learning, which emphasizes the importance of the discovery process as a means of deepening understanding. Research by Astuti and Rohman (2019) also shows that discovery-based reading strategies can improve students' skills in identifying the main ideas of a text. Therefore, the improvement in results in cycle II proves that the learning approach applied was successful in training critical thinking skills while strengthening reading comprehension.

In terms of creativity, the difference was also clear. The students' products in cycle I were still simple and lacked innovation, while in cycle II, the results were more creative and reflected a better understanding. This is in line with Guilford's (1967) theory of creativity, which emphasizes the dimensions of originality, flexibility, and elaboration. Research by Sari and Kurniawan (2020) also supports these findings by showing that the application of project-based learning is effective in increasing student creativity through real activities that require divergent thinking. Thus, the increase in product quality in cycle II can be seen as the result of learning that provides space for exploration and innovation.

Overall, the improvement from cycle I to cycle II in terms of focus, discussion involvement, ability to find main sentences, and creativity shows that the learning strategies applied were able to create positive changes in students' learning activities. This supports Hmelo-Silver's (2017) view that project-

based learning and differentiated learning can improve students' critical thinking skills and creativity. Susanti's (2021) research also confirms that approaches that provide opportunities for independence and collaboration are more effective than conventional methods. Thus, the results of this observation prove that the improvement of strategies in cycle II not only improves learning outcomes but also fosters independence, creativity, and collaboration, which are essential in 21st-century learning.

CONCLUSION

Based on the results of classroom action research conducted on 27 students in class 3A at SDIT Al-ibrohimi, this study was able to improve students' ability to find the main sentence. The results of cycle I showed a success rate with an average student learning score of 68.1%. This result did not meet the learning objective completion criteria, which meant that the action needed to be repeated in cycle II. The results of the action in cycle II showed a success rate of 93.5%, which meant that the score had met the learning objective completion criteria. Thus, the application of a differentiated learning approach with a project-based learning model was found to improve the ability of students in class 3A to find the main sentence in a paragraph. The effectiveness of differentiated learning, which can provide full learning opportunities for all students with various abilities, is expected to encourage all educators to maximize their efforts in meeting students' learning needs. Through the use of differentiated learning involving project activities, the learning process will be more meaningful for students because it enables them to explore new knowledge. Thus, teachers are expected to be more innovative in developing teaching materials that can support this.

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