The Implementation of the Pancasila Student Profile in Differentiated Learning for Fifth Grade at Supriyadi Elementary School, Semarang

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Abstract: This research explored the application of the Pancasila Student Profile in differentiated learning for fifth-grade students at Supriyadi Elementary School in Semarang. Using a qualitative descriptive approach, data were collected through interviews, observations, and document analysis. The results indicated that while differentiated learning successfully integrated Pancasila values and enhanced student character development, challenges related to time management, teacher preparation, and consistent value application remained. The study concluded that further teacher training and strengthening Pancasila values within differentiated learning are crucial for improving the overall educational experience and fostering students' academic success and character growth.

Keywords: Pancasila Student Profile, Differentiated Learning, Character, Education, Primary Education

INTRDUCTION

The rapid advancement of technology in the era of Society 5.0 has profoundly impacted various sectors, including education (Hutahaean et al., 2024). In Indonesia's education context, innovation is required to realize the national aspirations outlined in the Preamble of the 1945 Constitution, which aims to "advance the general welfare" and "educate the nation's life." Quality education is not only characterized by academic intelligence but also by a strong moral character (Hanafiah et al., 2022). In Indonesia's curriculum, character education has been introduced through the character education strengthening initiative, which aims to shape students with noble values rooted in religion, culture, and Pancasila (Juliani & Bastian, 2023).

Although the implementation of Pancasila character education has begun, the reality reveals deficiencies in executing the dimensions of the Pancasila Student Profile. In practice, values such as global diversity, cooperation, and critical thinking often remain internalized as theoretical concepts rather than applied in students' daily lives (Suriani et al., 2023). This issue is compounded by the excessive use of gadgets, which reduces healthy social interactions. Consequently, strengthening Pancasila character education in primary school faces significant challenges when applied to students' everyday lives (Nabila & Wirdati, 2023).

This challenge has prompted the government to introduce the Merdeka Curriculum policy, which provides greater flexibility for teachers and schools to implement differentiated learning. This concept allows students to learn according to their interests and abilities, expecting to foster more holistic character development (Ibad, 2022). One of the primary focuses of the Merdeka Curriculum is the reinforcement of the Pancasila Student Profile, which aims to instill the six dimensions of the Pancasila character in every aspect of learning, both in and outside the classroom (Kemendikbudristek, 2022).

Applying the Pancasila Student Profile in differentiated learning presents particular challenges for educators, especially at the primary school level (Lukitoaji & Komalasari, 2023). Differentiated learning focuses on individual students' differences in abilities, interests, or learning styles. In this context, teachers are expected to deliver academic material and guide students in character formation that reflects Pancasila values (Khairiyah et al., 2023). Therefore, reinforcing the Pancasila Student Profile, which encompasses all character dimensions such as faith, diversity, cooperation, independence, critical thinking, and creativity, must be well-integrated into every aspect of learning (Meizar et al., 2023). However, the main challenge is ensuring that student-centered learning remains

relevant to the need for character development based on Pancasila values (Yuntawati & Suastra, 2023).

Although the curriculum and policies have directed attention to strengthening character education through the Pancasila Student Profile, not all schools have been able to implement them optimally. Particularly at the primary school level, there is a significant gap between theory and practice in internalizing these values into students' daily lives. Many students still view these values as theoretical concepts to memorize rather than as practices they should embody (Martanti et al., 2022). Furthermore, learning systems that focus more on exams and academic measurement often overlook the importance of character development through direct experiences outside the classroom (Agustiana et al., 2023).

Even though implementing this curriculum at Supriyadi Elementary School Semarang is underway, research on the practical application of the Pancasila Student Profile in differentiated learning at this school remains limited. While some studies on strengthening Pancasila character education have been conducted, their focus has often been on theory or curriculum aspects, with limited exploration of practical implementation in differentiated learning at the primary school level. Thus, this research is highly urgent in bridging this gap.

Previous studies conducted in various primary schools have shown that, despite implementing the Pancasila Student Profile, there are still shortcomings in the understanding and sustained application of these values in students' daily lives (Meizar et al., 2023). Many studies focus on character formation through academic aspects or digital platforms (Khairiyah et al., 2023). However, few have deeply explored how the Pancasila Student Profile can be directly applied in differentiated learning that is expected to respond to the individual needs of each student in the classroom (Dwi & Muhammad, 2024).

Through this study, it is hoped that more effective methods for applying the Pancasila Student Profile in differentiated learning, tailored to the characteristics of fifth-grade students at Supriyadi Elementary School Semarang, will be discovered. This study also aims to identify challenges and solutions in this implementation and provide practical contributions to the development of curriculum and learning that are more relevant to the needs of the times. The

primary objective of this research is to answer the question: How has implementing the Pancasila Student Profile strengthened differentiated learning for fifth-grade students at Supriyadi Elementary School Semarang? This research is expected to clearly depict applying Pancasila Student Profile principles in differentiated learning and its implications for strengthening character education in primary schools.

METHODS

This study employs a qualitative research methodology designed to explore and analyze the implementation of the Pancasila Student Profile in differentiated learning at Supriyadi Elementary School, Semarang. Given the rapidly evolving landscape of education, particularly in Indonesia's post-pandemic context, this approach enables an in-depth understanding of how educational principles, such as the Pancasila values, are integrated into the classroom experience. The research will involve a comprehensive review of the teaching practices, curriculum implementation, and alignment with the national education standards and the Pancasila Student Profile, as introduced by the Indonesian Ministry of Education.

A. Research Approach and Design

The research utilized a qualitative approach to explore and understand the implementation of the Pancasila Student Profile in differentiated learning within the context of Supriyadi Elementary School Semarang. As noted by Moleong (2017), qualitative research seeks to understand phenomena through rich, descriptive data, focusing on participants' lived experiences in their natural settings. This study's research design was descriptive, with the primary goal of providing a comprehensive and detailed account of how the Pancasila Student Profile was applied in practice. The study sought to describe the various stages of implementation, from planning and execution to evaluation, focusing on how differentiated learning strategies facilitated the integration of Pancasila values in the classroom.

The research was exploratory, allowing for an in-depth investigation of the practical aspects of implementing the national education policy in a specific school setting. As such, this study was concerned with understanding the meaning behind the actions of teachers, students, and administrators within the context of Pancasila

education. The data collection process employed a combination of interviews, observations, and document analysis, each contributing to a fuller picture of the research problem. This mixed-method approach allowed for both the subjective experiences and objective measures to be captured, resulting in a rich dataset that facilitated the analysis.

B. Setting and Participants

The study was conducted at Supriyadi Elementary School Semarang, a primary school in Semarang, Central Java. The research took place during the second semester of the 2023/2024 academic year, which was strategically chosen to observe the implementation of differentiated learning in the post-pandemic educational environment. Participants in the study were selected purposefully based on their direct involvement in implementing the Pancasila Student Profile within the differentiated learning framework. The primary participants included class V teachers, the headmaster, and students in the relevant grade. Teachers and the headmaster were selected for their direct roles in planning and guiding the learning process. At the same time, students were chosen to provide insights into how the Pancasila values were integrated into their daily lives at school. Each participant group provided a unique perspective on the research topic, and together, they formed a comprehensive view of the implementation process.

C. Research Phases

The research unfolded in three distinct phases, each critical to ensuring the systematic and rigorous investigation of the study's objectives:

1. Planning Phase
   The first phase included the development of the research proposal, refining research questions, and designing data collection tools. In this phase, the researcher sought permission from the school and informed all participants about the purpose and ethical considerations of the study. The planning phase culminated in submitting the research proposal for review and feedback. It also involved a seminar on the proposed research, where expert feedback helped refine the methodological approach.

2. Implementation Phase
   The second phase of the research focused on data collection, which involved conducting interviews, observations, field notes, and document reviews. Data collection occurred over several weeks, following a flexible schedule to ensure sufficient time for data saturation. Interviews were conducted with teachers, the headmaster, and students, while observations were made during classroom activities. Additionally, documents related to implementing differentiated learning and Pancasila education were reviewed.

3. Completion Phase
   In the final phase, the researcher focused on data analysis and the interpretation of findings. This phase also included member checking and finalizing the research report prepared for publication. The analysis aimed to uncover key themes, insights, and practical implications of the research questions. The findings were then validated through triangulation and checked for consistency and reliability.

D. Instruments

The primary instrument in this research was the researcher. As a qualitative study, the researcher played an active role in all stages of the research process, from planning and data collection to analysis and reporting. In qualitative research, the researcher is considered the key instrument, actively shaping the research through their interaction with participants and the environment. The researcher was responsible for collecting, organizing, and interpreting the data. Alongside the researcher, several supporting instruments were employed to enhance the data collection process:

1. Interview Guidelines
   Semi-structured interviews were conducted to gather detailed insights from teachers, students, and the headmaster. These interviews allowed participants to share their experiences and perspectives on implementing the Pancasila Student Profile.

2. Observation Guidelines
   Direct observations were conducted in classrooms to see firsthand how differentiated learning was applied and how Pancasila values were incorporated into students' learning experiences.

3. Field Notes
   The researcher maintained detailed field notes during the data collection. These notes captured the researcher's reflections and additional observations that were not

explicitly covered during interviews or formal observations.

4. Document Review
Relevant documents such as curriculum guides, teaching plans, and student assessment records were analyzed to provide supplementary information that contextualized the observed and reported data.

E. Data Collection Techniques

The data collection techniques utilized in this study included:

1. Interviews
Semi-structured interviews were conducted with teachers, the headmaster, and students. The interviews allowed participants to reflect on their experiences and articulate their views regarding implementing Pancasila education. The semi-structured format allowed participants to discuss topics they felt were important while still focusing on key areas related to the research questions.

2. Observation
Classroom observations allowed the researcher to witness the real-time application of differentiated learning techniques and how Pancasila values were implemented in student activities. The researcher focused on how teachers adapted their methods to meet the diverse needs of students while also promoting the Pancasila Student Profile.

3. Document Review
Various educational documents, including lesson plans, assessments, and other relevant curriculum materials, were reviewed. These documents provided concrete examples of how Pancasila education was integrated into the school's daily activities.

4. Field Notes
The researcher-maintained field notes throughout the data collection process to capture reflections, observations, and any additional insights that arose during participant interactions. These notes helped enrich the analysis and provided additional context to the data collected.

F. Data Validity and Trustworthiness

To ensure the validity and trustworthiness of the data, the study employed *triangulation,* which involved collecting data from multiple sources and methods. Triangulation in qualitative research serves to confirm the consistency and credibility of findings. This process occurred in cycles:

1. First Cycle: The researcher began with observations and interviews, initially focusing on gathering a broad range of data on how Pancasila values were integrated into the learning process. Data were recorded and transcribed for analysis.

2. Second Cycle: After an initial round of data analysis, the researcher revisited the participants for follow-up interviews and clarifications based on the emerging themes. This cycle allowed the researcher to validate the data and ensure it was consistent with the participants' experiences.

3. Third Cycle: Additional document analysis was carried out to triangulate the findings further. The researcher compared the field data with existing records, curriculum documents, and school reports to check for consistency and accuracy in the implementation process.

4. Final Cycle: In the last cycle, the researcher revisited the findings for member checking. The participants were allowed to review the conclusions and confirm whether they reflected their experiences accurately. This ensured that the final data was reliable and trustworthy.

G. Data Analysis (4 Steps According to Miles and Huberman)

The analysis of the data followed the four steps proposed by Miles and Huberman (Baltacı, 2017):

1. Data Reduction
The researcher reduced the data into meaningful categories. This involved selecting the most relevant information and organizing them into key themes related to implementing the Pancasila Student Profile.

2. Data Display
After reducing the data, the researcher displayed it in an accessible format, such as charts and thematic maps, to help identify patterns and connections between the data.

3. Conclusion Drawing and Verification
The researcher drew initial conclusions from the displayed data. These conclusions were verified by revisiting the raw data and seeking participant feedback to ensure accuracy and relevance.

4. Verification of Findings

The researcher re-examined the findings and checked for consistency across different data sources. Triangulation was crucial at this stage, as it ensured that the conclusions were reliable and supported by the data.

H. Ethical Considerations

1. Ethical considerations were integral to the research design, ensuring that participants' rights and well-being were protected throughout the study. The research adhered to the following ethical principles:

2. Informed Consent: Participants were fully informed about the purpose of the research, the data collection procedures, and any potential risks involved. They were given an information sheet and written consent to participate in the study.

3. Confidentiality: The identities of the participants were kept confidential. All data were anonymized and stored securely to protect individuals' privacy.

4. Right to Withdraw: Participants were informed of their right to withdraw from the study at any time without consequence, ensuring their participation was voluntary.

5. Non-coercion: The study was conducted with the utmost respect for participants, and no participant was coerced or pressured into participating in the research.

RESULTS AND DISCUSSIONS

Results

1. General Overview of Supriyadi Elementary School Semarang and Grade V
   a. School Profile: Vision, Mission, and General Characteristics
   Supriyadi Elementary School Semarang is an urban elementary school with approximately 300 students from diverse socio-economic, cultural, and academic backgrounds. According to the school principal, Mrs. N, the vision is "To create students with Pancasila character, excelling in both academic and non-academic achievements." The school has implemented the Merdeka Curriculum progressively, focusing on the values of the Pancasila Student Profile. Mrs. N emphasized, "We aim for students to be not only academically proficient but also have a strong Pancasila character, such as cooperation and tolerance, preparing them to be innovative and responsible citizens" (Interview, February 20, 2025).
   b. Grade V Characteristics
   Grade V consists of four classes (5A, 5B, 5C, and 5D), each with unique teaching strategies. Class-specific details include: 5A consists of 28 students, teacher Mrs. R, interactive media use, moderate-high student participation; 5B consists of 26 students, teacher Mrs. A, differentiated learning emphasized, group discussions and project-based learning (PjBL); 5C consists of 29 students, teacher Mrs. N, technology-based learning, structured classroom; and 5D consists of 26 students, teacher Mr. R, hands-on activities and use of multimedia tools like YouTube and smart TVs. Mrs. N highlighted that Grade V is an ideal stage for implementing differentiated learning based on the Pancasila Student Profile, as students are cognitively ready and flexible in adapting to varied learning methods.

2. Preparation and Planning for Differentiated Learning
   a. Needs Analysis: Cognitive and Non-Cognitive Assessments
   Teachers emphasize diagnostic assessments at the beginning of the semester to gauge students' interests, abilities, and learning styles. Mrs. A (5B) explained, "I distribute a short questionnaire to assess their preferred learning methods, such as videos, reading, or group discussions" (Interview, February 20, 2025). Observations confirmed diagnostic tests in subjects like Mathematics and Bahasa Indonesia. Non-cognitive assessments are also integrated, such as assessing teamwork and problem-solving skills (Mrs. N, 5C).
   b. Setting Learning Goals Based on the Pancasila Student Profile
   Each teaching module is collaboratively designed, incorporating Pancasila values into learning objectives. Mrs. R (5A) emphasized, "I include a column for Pancasila values, like cooperation and independence, in

each lesson" (Interview, March 12, 2025). The principal ensures regular supervision of the modules to ensure Pancasila values are explicitly integrated into the learning goals.

c. Material and Media Development
Teachers actively utilize digital resources, such as YouTube educational videos and online platforms, to enrich learning materials. Mr. R (5D) exemplified, "For magnet lessons, I find simple experimental videos, combining them with worksheets for hands-on practice" (Interview, February 20, 2025). Worksheets are adapted to varying student readiness levels.

3. Implementation of Differentiated Learning
   a. Flexible and Heterogeneous Grouping
   Teachers form diverse groups based on interests and learning assessments. Mrs. A (5B) noted, "I group students differently depending on their interests and abilities to foster peer tutoring" (Interview, February 20, 2025).
   b. Content Differentiation
   Materials: Summary versions are provided for students needing basic reinforcement, while more detailed versions cater to advanced learners.
   Multimedia: Videos, infographics, and readings are incorporated to support diverse learning preferences.
   c. Process Differentiation
   Learning Methods: Methods include group discussions, hands-on experiments, independent reading, and Q&A sessions.
   Support Levels: Students who struggle receive more guidance, while advanced students are given enrichment tasks.
   d. Product Differentiation
   Students can choose task formats such as posters, articles, video presentations, or dioramas based on their interests. Observations indicated varied outputs, such as video reports or written reports.
   e. Integration of Pancasila Values
   Teachers ensure activities foster Pancasila values. Mrs. A (5B) emphasized the importance of encouraging respectful discussions. "When one student dominates, I remind them to respect others, which embodies

the fourth principle of Pancasila" (Interview, February 20, 2025).

4. Teaching Methods and Techniques
   a. Discussion and Demonstration Methods
   Group Discussions: Students engage in discussions, followed by presentations.
   Demonstrations/Experiments: Frequently applied in science lessons, enhancing conceptual understanding through direct experience.
   b. Project-Based Learning (PjBL)
   Teachers assign cross-curricular projects. Mrs. A (5B) mentioned, "In the environmental theme, we combine science and language lessons where students research school cleanliness and write a report" (Interview, February 20, 2025).
   c. Digital Technology Utilization
   Platforms like Quizizz, Wordwall, YouTube, and digital presentations complement face-to-face activities, fostering engagement and understanding. Students find interactive quizzes engaging and competitive, enhancing motivation.

5. Evaluation and Feedback
   a. Diverse Assessment Methods
   Written Tests: For cognitive assessment.
   Project/Performance Evaluation: Based on creativity, collaboration, and content accuracy.
   Behavior Observations: Teachers track students' behavior in class, especially regarding Pancasila values.
   b. Feedback Forms
   Feedback is given orally and in written form, allowing students to revise and improve their work.

6. Challenges and Obstacles
   a. Time Constraints and Complexity in Management
   Differentiated learning demands significant preparation time. Mrs. N (5C) noted the effort required to create multiple versions of materials and assessment rubrics. However, collaboration among teachers can alleviate the workload.
   b. Fluctuating Student Motivation
   Student engagement tends to decrease, especially in late afternoon classes.

Teachers employ strategies like ice-breakers to regain focus.

c. Task and Assessment Diversity
Due to differentiated products, teachers need varied rubrics for tasks such as posters, essays, and dioramas. This complexity is worthwhile as it allows students to express their unique potential.

7. Impact of Differentiated Learning on Students

a. Character Development Based on the Pancasila Profile
Teachers report increased collaboration, discipline, and creativity among students. Observations indicated more students taking the initiative to help others and contribute to group work.

b. Increased Motivation and Confidence
Flexibility in learning methods and task choices has boosted students' motivation and confidence. Students

are more engaged, whether watching videos, creating posters, or solving problems.

c. Impact on Academic Achievement
There has been a noticeable decrease in remedial cases, particularly in science and mathematics. Students who previously struggled have shown improvement, and those excelling are further challenged with more advanced tasks.

8. Observation Results
Based on the observations carried out in four classrooms (R1, R2, R3, R4), findings were obtained related to the implementation of strengthening the profile of Pancasila students in differentiated learning. This analysis refers to the assessment rubric prepared beforehand, where each aspect of observation will be explained in detail. The detailed results of the observation are found in Table 1.

Table 1. Results of Observations on the Implementation of Strengthening the Pancasila Student Profile

No.	Observation Aspect	Indicators	Classroom				Average
			R1	R2	R3	R4	
1.	Implementation of Differentiated Learning	Learning Strategies Used	4	3	3	3	3,25
		Participant grouping	4	3	3	3	3,25
		Use of Media and Teaching Materials	4	3	3	4	3,5
2.	Strengthening the Profile of Pancasila Students	Integration of Pancasila Values	3	4	3	3	3,25
		Teacher-Student Interaction	4	4	4	4	4
		Students' Response to Pancasila Values	4	3	3	4	3,5
3.	Classroom Environment Observation	Class Atmosphere	4	4	3	4	3,75
		Class Facilities and Layout	4	4	4	4	4
Total Score			31	28	26	29	**28,5**

After analysis, the average scores and distribution of assessment categories revealed comprehensive findings regarding implementing differentiated learning and strengthening the Pancasila Student Profile. The results of the detailed and in-depth analysis are as follows:

a. Teaching Strategies Employed
The average score for the teaching strategies used was 3.25, indicating that although the applied strategies were reasonably effective, there is still room for improvement, particularly in aligning with the diverse needs of the students. In R1 and R2, the adjustment to students' learning styles was not optimal despite the various methods employed. In contrast, R3 scored 4, indicating high success

in utilizing methods well-suited to the students' needs. R4 also demonstrated the use of relatively effective strategies, though there remains potential for further enhancement. Overall, there is a need to increase the variety and adjustment of methods in R1 and R2 to better support differentiated learning.

b. Grouping of Students
Based on the observations, the average score for student grouping was 3.25, suggesting that grouping students was reasonably well done but not optimal. In R1 and R2, student grouping did not fully consider the diversity of abilities, interests, and learning styles, thus reducing the effectiveness of differentiated learning. On the other hand, R3 and R4

exhibited groupings more aligned with the students' characteristics, leading to greater engagement and productivity in the learning process.

c. Use of Media and Learning Materials
The average score for using media and learning materials was 3.5, indicating that the media and materials employed adequately supported differentiated learning. In R1 and R4, the media used greatly supported the diversity of students' learning styles. However, in R2, some media used were less effective in supporting differentiated learning, highlighting the need for more significant variation in media and learning materials.

d. Integration of Pancasila Values
Integrating Pancasila values in the teaching process received a score of 4 across all classrooms. The observations revealed that the teachers consistently and effectively integrated Pancasila values into every aspect of the learning process. These values were incorporated into the teaching materials, teacher-student interactions, and activities actively engaging the students.

e. Teacher-Student Interaction
The average score for teacher-student interaction was 3.5, indicating that the interactions between the teacher and students reflected the values of Pancasila. While most classrooms exhibited good interaction, R2 showed a need for deeper engagement between the teacher and students, particularly in providing feedback and managing differing opinions, to better reflect the principles of Pancasila.

f. Student Response to Pancasila Values
The average score of 3.75 indicates the students' positive response to integrating Pancasila values. The students demonstrated active participation, constructively expressed their opinions, and interacted positively with peers, reflecting a solid understanding and acceptance of Pancasila values in the learning process.

g. Classroom Atmosphere
The average score for classroom atmosphere was 3.5, suggesting that the classroom atmosphere in most of the rooms effectively supported differentiated learning. Student engagement was reasonably high; however, in R2, the classroom atmosphere was less conducive to motivating and involving students. Thus, efforts should be made to improve the classroom environment in this space to make it more supportive of learning.

h. Facilities and Classroom Layout
Facilities and classroom layout received a score of 4 across all classrooms, indicating that the classroom facilities strongly supported differentiated learning. The classroom layout facilitated effective interactions and supported student involvement in various learning activities, creating a conducive learning environment.

9. Suggestions for Improvement
a. Ongoing Teacher Training
Teachers recommended regular workshops on designing differentiated modules, creating evaluation rubrics, and managing inclusive classrooms.

b. Principal Support in Supervision and Resources
The principal is encouraged to continue providing IT facilities and supervising teachers to ensure consistent implementation.

c. Parental Involvement
Engaging parents through workshops and project-based tasks can support integrating Pancasila values at home.

d. Teacher Collaboration
Further formalization of teacher collaboration is needed to create a comprehensive resource bank for differentiated learning.

e. Innovative Teaching Methods
Introducing culturally responsive teaching focusing on local culture could enhance students' connection with Pancasila values, particularly global diversity and patriotism.

Discussions

This discussion will relate the findings to relevant theories and discuss the advantages and disadvantages of the field, especially in character-based learning and differentiation.

1. School Profile and Grade V Characteristics

Supriyadi Elementary School Semarang has been committed to integrating the Pancasila Student Profile in every learning activity following the school's vision and mission. The vision emphasizes the formation of students' character as promising and innovative citizens, which aligns with the national policies in the Independent Curriculum. (Ministry of Education and Culture, 2022). The social, economic, and

academic diversity of students in grade V is recognized as a challenge but also an opportunity to implement differentiated learning that can meet the needs of each student. These findings show that Supriyadi Elementary School has succeeded in utilizing these differences as a strength in designing a more personalized and relevant learning experience for each student, following the principles stated by (Farisia, 2021). The successful implementation of differentiated learning at Supriyadi Elementary School reflects deep attention to the principle of Differentiated Learning, which emphasizes that learning must be personalized from content, processes, and products. Character-based learning, mainly the Pancasila Student Profile, makes students gain academic knowledge and develop social and moral abilities following Pancasila values. (Nursalam & Suardi, 2022). In this case, Supriyadi Elementary School has shown that character education must be integral to the educational process. Although differentiated learning provides many advantages, the challenge faced by teachers is in managing heterogeneous classes and managing time effectively. Research conducted by Sari et al. (2024) also, although this approach effectively improves student learning, it requires higher teacher skills in classroom planning and management. Therefore, Supriyadi Elementary School needs more teacher training to hone its skills in managing diverse classrooms.

2. Differentiated Learning Planning That Integrates Pancasila Student Profiles

Learning planning that integrates the Pancasila Student Profile and differentiated learning requires an in-depth assessment of student needs. (Lukitoaji & Komalasari, 2023). Teachers at Supriyadi Elementary School begin their planning with diagnostic assessments, both cognitive and non-cognitive, that help them understand each student's learning style, interests, and readiness. This supports the theory put forward by. Utaminingsih et al. (2024), This suggests that assessments involving non-cognitive components can help design learning more tailored to each student's needs. This step shows that teachers at Supriyadi Elementary School understand the importance of assessing students holistically. Initial assessments that include academic and non-academic aspects allow teachers to design learning experiences that effectively improve knowledge and shape

students' character and social skills. (Digna & Widyasari, 2023). Assessments conducted by teachers at Supriyadi Elementary School also proved that *the Differentiated Learning-based* approach efficiently addresses student diversity challenges. A comprehensive assessment provides considerable benefits, but challenges are faced, such as the limited time to assess each dimension carefully. (Rosnaeni, 2021). Teachers often feel burdened by the number of tasks that must be completed in a limited amount of time, which can reduce the quality of assessments. (Rosnaeni, 2021). Research by Purnawanto (2022) also, although in-depth assessments can produce better insights into students, limited time is one obstacle affecting their effectiveness.

3. Content, Process, and Product Differentiation

Based on the research results, it was found that at Supriyadi Elementary School, teachers have effectively implemented Differentiated Learning in three main aspects: content, processes, and products. Mrs. N (5C) revealed that the learning content is tailored to students' abilities. In contrast, the learning process (such as group discussions, practices, and experiments) emphasizes the active involvement of students more. Students are also free to choose the product form of their assignments, allowing them to express their ideas in a way that best suits their learning styles. The diversity in this approach is very effective in meeting the different learning needs of each student. As Megawati et al.'s (2025) research showsDifferentiation involving different learning styles, interests, and students' academic readiness allows for more personalized and in-depth learning. In addition, learning based on Pancasila values also has a positive impact on strengthening students' social character, such as cooperation and global diversity. (Rabbani et al., 2023), which is an important foundation for learning at Supriyadi Elementary School. One of the main challenges in implementing differentiation is the adequate management of time and resources. (Megawati et al., 2025). Teachers often have to prepare for more varied material and complex assessments, which take much time. (Agustiana et al., 2023). Limited resources, such as uneven technological devices throughout the classroom, can also hinder the implementation of differentiated learning to the maximum. (Idham & Syukur, 2024). Research by Yuntawati & Suastra (2023) although

differentiated learning is effective, poor management can lead to suboptimal learning.

4. Integration of Pancasila Student Profile Values

The application of the values of the Pancasila Student Profile in every learning activity at Supriyadi Elementary School is visible. Each teacher strives to instill cooperation, independence, critical reasoning, tolerance, and creativity through project-based learning, group discussions, and collaborative activities. This is following the opinion of Utaminingsih et al. (2023) who stated that character education must be combined with academic teaching to form both wise and virtuous students. Learning that integrates Pancasila values fosters a sense of responsibility, creativity, and collaboration in students. (Safitri et al., 2023; Muqit et al., 2023). This is evident when students work in groups to complete a project or when they help each other with a friend who is struggling. For example, the collaboration in class 5B shows a high level of cooperation between students to achieve common goals. Research by Arifin et al. (2024) also, character-based learning involving social interaction can strengthen the understanding and application of moral values. There are difficulties in objectively measuring the extent to which these values are applied in students' daily lives. Although teachers provide feedback on student behaviors, such as cooperation and initiative, it is difficult to be sure whether those attitudes develop outside the classroom. This suggests that a more structured and sustainable assessment of character is needed. (Ulum & Muzammil, 2025). Teachers need to develop more effective assessment instruments to assess changes in student behavior holistically (Utaminingsih, Ramadhani, et al., 2024).

5. The Observation Results

The observation results from four classrooms (R1, R2, R3, and R4) reveal mixed effectiveness in implementing differentiated learning and integrating Pancasila values. The average score for teaching strategies (3.25) indicates that while the methods used were effective, improvements are needed, particularly in adapting them to students' diverse needs. This is consistent with (Utaminingsih et al., 2025), who found that differentiated learning requires advanced teacher skills to address classroom heterogeneity. Grouping strategies also scored an average of 3.25, indicating that grouping students based on interests and abilities was not fully optimized. R3 and R4, which demonstrated better groupings, showed higher engagement, aligning with research by Sari et al. (2024), which emphasizes the importance of aligning grouping with student characteristics to enhance learning outcomes. The integration of Pancasila values was generally successful, with an average score of 4 for teacher-student interactions. However, students' responses to these values scored slightly lower (3.5), suggesting variability in how these values were applied in practice. This reflects findings by Usman et al. (2023), which noted challenges in ensuring the consistent application of character education in students' daily lives. Classroom atmosphere received a favorable score of 3.75, though R2 indicated areas for improvement in student engagement. The high score for classroom facilities (4) aligns with research by Witraguna et al. (2024), emphasizing the importance of well-structured learning environments in supporting differentiated instruction. These findings suggest that while Pancasila values are integrated effectively, further teacher training and more tailored grouping strategies are necessary to maximize the potential of differentiated learning.

6. Diverse Assessment and Student Engagement

This research shows that Supriyadi Elementary School implements various evaluation forms, from formative tests to project assessments and behavioral observations. This diverse assessment allows teachers to assess students from the academic aspect, social skills, and character. These findings support the theory of *authentic assessment* put forward by Mueller in Mujahidin (2016), Project-based assessment and direct observation of attitudes can provide a clearer picture of students' abilities and development. The diversity of assessment forms allows students to be more involved in the evaluation process. (Hutapea, 2019). They are not only assessed based on written exams but also through their contributions to discussions, projects, and real applications of the material studied. (Rumtini et al., 2022). This allows students to demonstrate their abilities in a variety of fields. This assessment also encourages students to continue growing, as they know that their social skills and attitudes are valued, not just academic results. (Safitri & Harjono, 2021).

Teachers should have a clear and systematic assessment rubric for each different type of assignment. Without a clear rubric, assessment can be subjective and unfair. (Bashooir & Supahar, 2018). Research by Septiani et al. (2022) States that more complex assessment instruments are needed in assessments involving different products, requiring extra skills and time from teachers.

7. Constructive Feedback

Constructive feedback is an important part of the learning process at Supriyadi Elementary School. Students with difficulty in an assignment or test get the opportunity to correct their mistakes and receive specific and helpful feedback. Al-Mansour et al. (2022) Effective feedback can improve students' academic performance, primarily if it is delivered promptly and focuses on areas that need improvement. Students feel more motivated when they receive feedback covering their mistakes and providing clear directions on fixing them. (Afzaal et al., 2023). This is in line with the findings. of Zaghlool & Khasawneh (2023) Who suggests that specific and constructive feedback can help students correct their mistakes more effectively and efficiently? The challenge faced is to provide the correct feedback for each student in a limited time. Teachers must be able to provide feedback that helps students correct their mistakes and encourages them to continue to improve personally. (Escalante et al., 2023). With many students, this can be a challenging task for teachers.

8. Character Enhancement and Academic Achievement

The impact of differentiated learning on students at Supriyadi Elementary School showed positive results. Many students show improvements in character, such as increased cooperation and confidence. This study also shows that the application of the Pancasila Student Profile can form more mature positive attitudes in students, which has an impact on their academic achievement. This is in line with research by Rahmawati et al. (2022), which confirms that character education integrated with academic learning can produce optimal results, both cognitively and socially. The increase in academic achievement is followed by strengthening students' character, which is seen in their cooperation and creativity when doing assignments. Students who were initially less active in group discussions now show more excellent initiative, especially when collaborating on projects or group assignments. Research by Marni (2022) It also supports this finding by stating that students can develop a better understanding and social skills needed in real life through social interaction. Despite the improvements, the challenge remains to ensure that all students, especially those who are socially and academically disadvantaged, are not left behind. Some students who are more passive in the classroom still need more attention, and differentiated learning must be ensured to reach them effectively.

9. Increased Motivation and Confidence

Findings from interviews with students show that differentiated learning increases their motivation to learn. By being given the freedom to choose the form of assignment they like, students become more enthusiastic and confident in following learning. Research by Utaminingsih et al., (2025) shows that students feel more intrinsically motivated when given autonomy in learning. Learning that allows students to choose methods and final products based on their interests leads to a more substantial increase in intrinsic motivation. Students who feel they have control over their learning process are more likely to be actively involved and show better results. (Witraguna et al., 2024). On the other hand, differentiated learning that focuses too much on student choice can also create inequality among students who may not know how to choose wisely. (Megawati et al., 2025). Therefore, teachers need to provide clear guidance so that the choices made by students remain by the learning objectives.

CONCLUSIONS

This study examined the implementation of the Pancasila Student Profile in differentiated learning at Supriyadi Elementary School in Semarang. The findings revealed that while the application of the Pancasila Student Profile within differentiated learning was essentially practical in enhancing both academic performance and character development, challenges such as time constraints, teacher preparedness, and the consistent integration of Pancasila values across all student experiences persisted. Despite these challenges, the diverse

teaching strategies, flexible student grouping, and varied learning materials contributed to meeting students' individual needs and fostering positive character traits such as cooperation, independence, and creativity. The study concludes that continued teacher training and a more systematic approach to integrating Pancasila values into differentiated learning are essential for maximizing the program's impact on students' holistic development.

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