



Differentiated Learning Model in Inclusive Education to Strengthen The Pancasila Students Profile

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Abstract: This study aims to develop a differentiated learning model in inclusive education to strengthen the Pancasila Student Profile, which can be a practical guide for teachers. The method used in this study is the design approach, which has four stages of research, namely initial research to obtain an overview of the implementation of differentiated learning, conducting literature reviews, developing model designs, validating, and testing. The subjects of this study are principals and teachers of elementary schools in Boyolali Central Java. Data collection techniques used questionnaires, interviews, and focus group discussions (FGD). The data analysis technique used in this research is descriptive analysis, combining qualitative and quantitative approaches. Based on the results of the development, the model is named the Pancasila Differentiated Learning Model, which contains model description and its syntax consisting of 5 stages; understanding the student, preparing the options, providing the options to the students, observing & supporting, and reflecting. Two experts have validated the model with good results. In addition, it has been tested on four school principals and eight elementary school teachers with excellent results. Based on the results of validation and trials, it can be concluded that the Pancasila differentiated learning model can be implemented in the school setting.

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Introduction

In recent years, there has been a paradigm shift towards inclusive practices, which aim to provide a quality learning experience for all students, regardless of their diverse needs and abilities. One of the key strategies that is popular in this movement is differentiated learning. Differentiated learning is an approach that recognises and accommodates a student's different learning styles, abilities, and interests in a single class (Tomlinson, 2017). This is especially important in the context of inclusive education, where the goal is to create a learning environment that embraces diversity and ensures equal opportunities for all.

Inclusive education is based on the belief that every student, regardless of their abilities or limitations, should have the opportunity to learn and participate in the same educational experience (Lindsay, 2018). The shift towards inclusive education challenges traditional practices of separating students based on their perceived differences and supports the creation of learning environments that are responsive to individual needs. This holistic approach requires educators to use learning methods that go beyond the one-size-fits-all model, thus raising the importance of differentiated learning in fostering inclusive classrooms (Schuelka, 2018).



Inclusive education in Indonesia has begun to buzz and has developed rapidly since 2003 (Arriani, Agustiyawati, R, S, & T, 2022). Since the development of inclusive education, many studies have examined the implementation of inclusive education in Indonesia (Barsihanor & Rosyida, 2019; Fitriana & Sapriati, 2022; Susilowati & Syaodih, 2022; Wijaya & Yufiarti, 2023). One of the principles of inclusive education is to provide equal rights and opportunities for all children to receive general education (Lindsay, 2018), and differentiated learning is one of the solutions to make it happen. Studies on differentiated learning in the context of education in Indonesia have also been conducted (Aprima & Sari, 2022; Martanti, 2022) which focus on specific subjects and do not cover all subjects in schools.

The implementation of inclusive education cannot be separated from the role of teachers as an essential resource in schools. Teachers play a critical role in learning implementation and must prepare a learning plan carefully to accommodate the needs of students (Dewi & Waruwu, 2023; Kristia & Krismiyati, 2023). Therefore, teachers need to harmonise learning designs that can answer the need for inclusive education. The ability of teachers to organise differentiated learning with different learning styles of students, including visual, auditory, kinesthetic, and tactile preferences, is a crucial aspect. Different instruction requires teachers to use a variety of instructional strategies, materials, and resources to address diverse learning needs. For example, providing visual aids and utilising technology are ways to accommodate different learning styles in a class.

Inclusive education and differentiated learning are mutually reinforcing concepts, with each playing a crucial role in creating a learning environment that respects diversity and promotes equality. As educators, we embrace different principles of instruction and contribute to the realisation of inclusive practices. In addition, it ensures that every student has the opportunity to develop academically, socially, and emotionally in a supportive and inclusive educational environment (Haelermans, 2022). However, there are many obstacles to the implementation of differentiated learning, namely difficulties in designing learning according to student's readiness, interests, and learning styles, flexible classroom organisation, and misunderstandings about the role of teachers in differentiated learning (Stavrou & Koutselini, 2016). Likewise, the implementation of inclusive education has difficulties in meeting various individual needs, and there is an inconsistency of government policies with the concept of inclusive education (Evans & Lunt, 2002).

In 2022, the Ministry of Education and Culture launched an emancipated curriculum (Kurikulum Merdeka) that aims to empower each educational unit to develop a curriculum that focuses on essential materials according to local contexts, differentiated learning, and project-based learning. One of the characteristics of the Emancipated Curriculum is the development of soft skills and character through project-based learning to strengthen the profile of Pancasila students (Tesalonika & Ismanto, 2022). The implementation of the emancipated curriculum has obstacles, including teachers and students not fully understanding the essence of emancipated learning (Utami & Wardani, 2023). Based on problems related to differentiated learning obstacles, Most of the teachers still find it difficult to design and implement differentiated learning integrated with Pancasila profile. Inclusive education and the implementation of the independent curriculum can result in the learning needs of students not being appropriately accommodated and the formation of the Pancasila Student Profile not being achieved. For this reason, the developed model is expected to serve as guidance for teachers to implement differentiated learning. A conceptual learning model is needed so that it can accommodate the needs of differentiated learning and inclusive education implemented in the independent curriculum. The development of the right model

will be a reference for teachers when preparing teaching tools so that they can answer the needs of their students.

Research Method

The method used in this study is the design approach proposed by Reeves (Mckenney & Reeves, 2011) The subjects of this study are principals and teachers in 5 elementary schools in Boyolali and Semarang, Central Java with a total of 35 people. The subjects were chosen purposively as those schools already had the emancipated curriculum for almost 2 years. Data collection techniques used questionnaires, interviews, and focus group discussions (FGD). The quantitative data analysis technique used quantitative descriptive analysis by calculating averages and percentages. Meanwhile, qualitative data was analysed using the Miles and Huberman model qualitative descriptive data analysis techniques, including data collection, data reduction, data presentation, and conclusion drawn/verification (Miles, Huberman, & Saldaña, 2014).

The research procedure consists of (a) Analysis of practical problems by researchers and practitioners in collaboration; (b) development of prototype solutions informed by existing design principles; (c) Iterative cycles of testing refinement of solutions in practice; (d) reflection to produce 'design principles' & enhance solution implementation. (23). This study is carried out up to stage 3, namely Iterative cycles of testing and refinement of solutions in practice.

In the first stage, conduct an analysis of practical problems by researchers and practitioners in collaboration. The researcher conducted (1) a preliminary study on the implementation and issues of differentiated learning, inclusive education, and the implementation of an independent curriculum to strengthen the Pancasila Student Profile. The data collection technique used a questionnaire with 21 research subjects of Principals and Teachers from 3 elementary schools in Boyolali. At this stage, the data were analysed using quantitative descriptive and qualitative descriptive data analysis techniques with the Milles and Huberman model; (2) Reviewing relevant theories and research results.

The questionnaire instrument used for the preliminary study has also been tested for reliability and validity. The results of the reliability test itself are shown in the following table.

Table 1. Reliability Test Result

	Mean	SD	Cronbach's α
Scale	4.24	0.458	0.921

In Table 1 above, Cronbach's α value is 0.92, which means that the instrument used is very reliable because Cronbach's coefficient α is more than 0.90. Meanwhile, the validity of the content of the instrument items used also shows that all valid instruments are used.

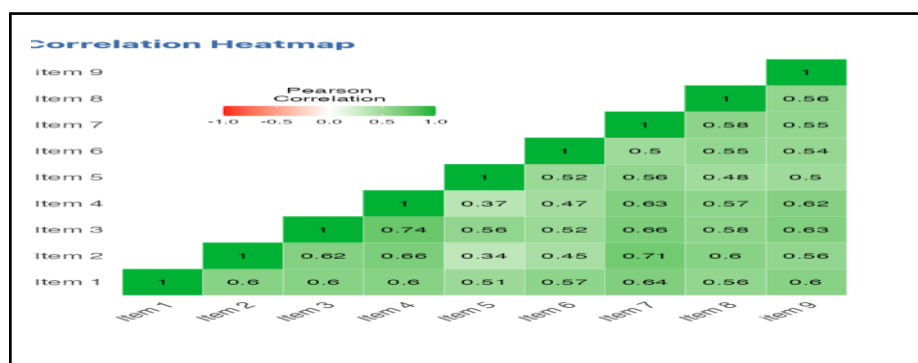


Figure 1. Instrument Validity Results

All items of the evaluation instrument are green, which means that the t value is above the table; in this case, it is in the range of 0.5-1.0. Thus, it can be concluded that the instrument used is valid.

The second stage involves developing *prototype solutions informed by existing design principles*. At this stage, a draft conceptual model of expert learning and validation is designed. The data collection technique uses an assessment sheet. Based on input from expert validators, the model was revised. The third stage is carried out *iterative cycles of testing and refinement of solutions in practice*. The revised conceptual model was tested through a limited field trial of 4 school principals and eight teachers. The data collection method uses structured discussions that produce qualitative data. Based on the results of the trial, the model was revised to produce the final product.

Results and Discussion

Figure 2 presents data on implementing differentiated learning in inclusive education as a form of independent curriculum implementation based on the analysis of practical problems by researchers and practitioners in collaboration.

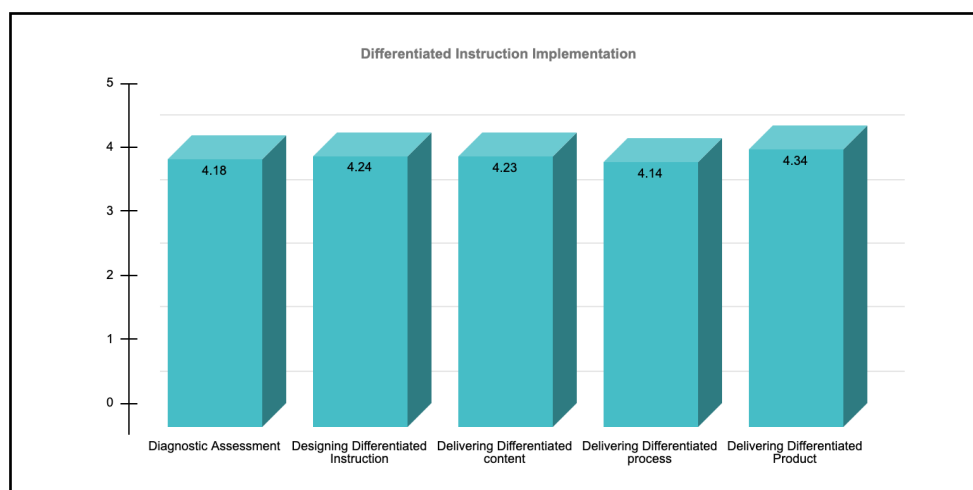


Figure 2. Implementation of differentiated learning

The figure shows that designing differentiated learning and delivering differentiated products are in excellent categories. The other three aspects, namely initial assessment, delivering differentiated content and process are also in the good category.

From the open questionnaire, an overview was obtained that the obstacles in the implementation of differentiated learning were the confusion in conducting diagnostic assessments and implementing differentiation of content, processes, and products in the classroom. Another obstacle is that it takes a long time to prepare differentiated teaching modules and the difficulty of managing a classroom with a large number of students. In implementing the strengthening of the Pancasila student profile, teachers find it difficult to measure their achievement.

The second stage, the *development of prototype solutions informed by existing design principles*, develops an initial model, which is subsequently named the Pancasila Differentiated Learning Model. The model developed includes model images and descriptions in the form of MPBP model syntax, along with examples of its implementation.

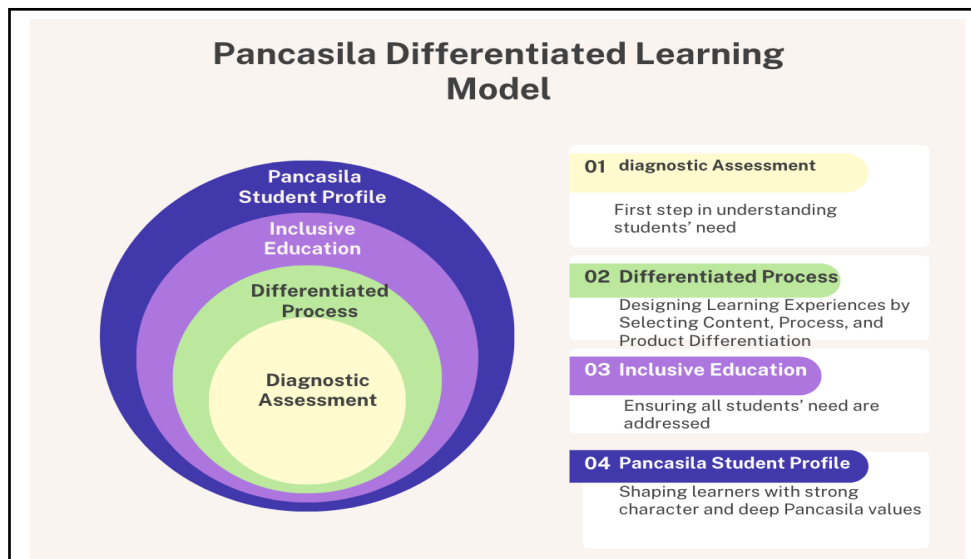


Figure 3. Pancasila Differentiated Learning Model (000876416, 2025)

The syntax of the Pancasila Differentiated Learning model includes the planning to evaluating process. The first step is understanding the student. At this stage, the teacher conducts an initial or diagnostic assessment by observing student interactions briefly, conducting a short survey on learning preferences and reviewing existing student data (e.g., previous assessments) to identify some key areas of student learning differences and interests. The Integrated Pancasila Student Profile at this first syntax could be Global Diversity (by respecting individual differences), and Independent (by encouraging students' self-awareness). The second step is preparing the options. At this stage, the teacher determines the differentiation whether the content, process, or product caters to different learning styles or readiness levels. This can include variations in the complexity of the task, the format (visual, auditory, kinesthetic), or the support provided. Teachers could design activities that are in accordance with the differentiation they choose. The integrated Pancasila Student Profile at this stage could cover creative (designing enjoyable activities), Critical Reasoning (considering different learning needs).

The third syntax is providing the options to the students. Teachers present activities to students, allowing them to choose the assignment that best suits their learning style or preferences. They could briefly explain the reasons for the different options to guide the student's selection. The integrated Pancasila Student Profile at this stage could be Independent (student agency and decision-making), Global Diversity (recognising individual preferences). The fourth syntax is Observe & Support. Teachers go around the classroom during the activity, to provide targeted support and guidance based on the student's observed needs. They could focus on overcoming misconceptions and giving encouragement, not just providing answers. The Pancasila Student Profile emphasized at this stage could be Gotong Royong (collaboration and support), Faithfulness, Fear of God Almighty, and Noble Morals (building positive learning relationships). The last syntax is Reflection. Teachers could do the reflection with a reflective model that suits their needs. Reflection can be done both orally and in writing. Teachers could ask students what they did well, what challenges they faced, and what they learned. The integrated Pancasila Student Profile could be Critical Reasoning (analysing learning experiences), or Independent (self-reflection and improvement).

The model has been validated by two expert validators education technology experts and learning experts. The validation results are presented in Table 2.

Table 2. Validation Result

No	Aspects	Average Score	Criterion
1	Model Pictures	4,33	Good
2	Model Description	4	Good
3	Model Accuracy	3,92	Good
	Total	4,08	Good

In addition to the results of the assessment in the form of quantitative data, the validator also provided several inputs for model improvement, such as adding the formulation of the objectives of the Pancasila Differentiated Learning model and adding a unique explanation of the instrument to measure the achievement of the Pancasila student profile. Based on the input provided by the validators, revisions were made to the developed model, and then tests were carried out on school principals and teachers. The results of the trial are presented in the following Table 3.

Table 3. The Results of The Trial

Item	Questionnaire items	Average score	Criterion
1	The Pancasila Differentiated Learning Model can be used as a guide to compile teaching modules	4.57	Excellent
2	The Pancasila Differentiated Learning Model makes it easier for teachers to develop differentiated learning plans.	4.43	good
3	The steps of the Pancasila Differentiated Learning Model are easy to implement	4.43	good
4	The Pancasila Differentiated Learning Model helps teachers design learning in a structured manner	4.71	Excellent
5	The Pancasila Differentiated Learning Model assists teachers in integrating the Pancasila Student Profile in learning.	4.86	Excellent
	Average Total	4.60	Excellent

From the results shown in the table above, the overall model designed is able to help teachers in planning differentiated learning that integrates the Pancasila Student Profile with a total average score of 4.60, which is an outstanding category. All trial participants stated that they could use the Pancasila Differentiated Learning Model to guide the preparation of teaching modules, which is a learning planning stage, with an average of 4.57, which is included in the outstanding category.

The results of the FGD with the principal and teachers are several inputs. The first input was in the reflection step, it was necessary to explain that the function of reflection was not only to find out the success/failure of students but also input for teachers to plan and improve further teaching and learning. Secondly, it was necessary to explain how to measure the achievement of the Pancasila student profile and the implementation of evaluations both test and non-test. Lastly, in the third syntax, providing choices needs to be explained that the teacher needs to convey to students the learning model and the options provided so that students choose differentiation according to their individual needs. Based on the results of the trial and FGD, the Pancasila Differentiated learning model was revised to make it feasible and ready to be implemented.

Based on the results of the research, teachers have implemented differentiated learning and integrated with strengthening the Pancasila student profile. However, there are



still obstacles in preparing a lesson plan, which is in conducting an initial assessment to find out the student's modality. It is similar to the results of (Adnyana, 2024) research that teachers experience obstacles in conducting initial assessments due to limited knowledge and skills. In addition, preparation takes a long time, and it is difficult to manage classes and measure the achievement of the Pancasila student profile. (M.A, 2023) describe that teachers still have difficulties in measuring the character of the Pancasila student profile.

Differentiated learning is a form of learning effort to accommodate the needs of students in accordance with their learning readiness, learning profile, interests and talents. Differentiated learning adapts the learning process to meet the diverse abilities and needs of students (Ouyang & Ye, 2023). The existence of various obstacles faced by teachers in implementing differentiated learning results in less than optimal results. The Pancasila differentiated learning model can be a guideline for teachers in implementing differentiated learning that leads to strengthening the Pancasila student profile. Based on the validation results, this model is considered valid and worthy of testing. Validation is essential in product development research to ensure that design goals are met (Leighton & Akasapu, 2024). The results of a limited trial conducted on four principals and eight teachers showed that the model could be applied. A model can be used if it has been tested and proven to be effective in applying (Purwiyanto, 2023).

The Pancasila Differentiated Learning model contains five stages of activities, namely initial assessment, preparing options, providing choices, observing and supporting, and reflection. The first stage in this model is to recognise students through initial assessment. This activity aims to find out the child's learning modality as a basis for making a learning plan. Early assessment before learning is important to identify the child's developmental progress (Cairney, Kazmi, Delahunty, Marryat, & Wood, 2021; Elyana, 2023) and identify students' strengths and weaknesses so that they can determine the right pedagogical strategy (Masuku, 2020). Conducting an initial assessment of teachers can facilitate a more effective learning environment, encourage critical thinking and active engagement, and further improve the overall educational experience (Mihelic & Zore, 2022; Purnama & Dwikurnaningsih, 2021). Initial assessments help place the right learners in appropriate classes or groups, ensuring that teaching is tailored to individual needs. By establishing the initial performance of students, teachers can effectively plan appropriate learning activities and monitor progress, ultimately improving the teaching-learning experience and driving better educational outcomes (Osiesi, 2020).

The second stage is to prepare the options. In implementing differentiated learning, teachers need to determine what differentiation will be applied. The results of this study reveal that there are obstacles to preparing a differentiated learning plan because it takes a long time and because there are many other tasks that teachers must do. However, in the Pancasila Differentiated Learning model, it has been explained that teachers can choose what differentiation to prepare, considering that the provision of options is important so that students can learn according to their modalities. After understanding the student's modality, teachers can effectively differentiate content, processes, assignments, and assessments to ensure that each student's unique needs are met in the classroom (Ouyang & Ye, 2023). Content differentiation refers to varying the material presented to students based on their readiness and interests; process differentiation involves the use of diverse instructional strategies, and product differentiation allows students to demonstrate their understanding in a variety of ways (Jayantika & Santhika, 2023).

The third stage is to provide choices. Based on the availability of various forms of teaching materials, learning methods and options to convey their understanding, students will



choose and adjust to their learning needs. This study found that not all students choose according to their learning preferences, but their friends follow them. Based on these findings, in the Pancasila Differentiated Learning model, teachers at the beginning of learning need to explain in detail the importance of making choices so that their learning needs are met according to their diverse learning characteristics. Choosing the type of content that aligns with their interests and talents fosters a more active and creative learning environment (Rosalina Hutbah Ritonga, 2024). The content prepared by teachers can be in the form of reading materials, images, and learning videos that are tailored to the subject matter, taking into account students' learning readiness, interests, and profiles (Faigawati et al., 2023). The differentiated learning process provides various ways/methods that students can take to learn the content. Providing a variety of learning methods can significantly improve learning outcomes and can lead to improved educational outcomes (Errabo, 2024; Rijal, 2025). Providing options for students to display their understanding of the material studied provides space for students to express their learning outcomes according to their interests. By allowing students to express their understanding in a variety of ways, differentiated learning caters to individual interests and learning styles, encouraging greater engagement. This approach not only improves students' focus during lessons but also leads to improved academic performance, as evidenced by the rejection of the zero hypothesis in the study, confirming the effectiveness of this learning model (Heningjakti & Surono, 2023; Supartiningsih & Wibowo, 2023)

The fourth stage is observe and support. The teacher's job in differentiated learning is to facilitate and encourage students to learn. The results of this study reveal that teachers have difficulty in managing differentiated learning, especially if the class is large. This model can guide teachers so that at this stage, teachers focus on overcoming misconceptions and providing encouragement. Encouraging and facilitating students by adapting to the various needs of each modality of each students needs to be done by teachers so that each student achieves success in their learning (Jianming, 2021). Teachers also need to facilitate the learning process, encourage students to explore their interests and motivations, and ultimately foster a deeper understanding and appreciation for learning (Kaplan, 2024). With the implementation of differentiated learning that places teachers as guides, it is hoped that students can be genuinely facilitated with their learning needs so that they will become free and independent individuals in developing their natural potential according to their nature (Yuli, 2023).

The fifth stage is reflection. At the end of each lesson, it is necessary to reflect on the success of the learning. Through reflection, students can find out what has been achieved and what has not been achieved, as well as the obstacles to achieving learning goals. The results of the FGD on the Pancasila Differentiated Learning model, in the reflection step, are considered important in determining the achievements of students and teachers. Learning reflection allows teachers to critically examine their instructional strategies, classroom management techniques, and student interactions, identifying what works and what doesn't so that teachers can reinforce their practice (Kantawala, 2023; Quayson, 2022). Regular reflection at the end of learning is essential for assessing the effectiveness of teaching and identifying areas for improvement (Krupp, 2022). The research contributes significantly to the theoretical understanding of differentiated learning in supporting teachers in developing Pancasila student profile. It also bridges the gap between pedagogical theory and culturally grounded values in the Indonesian setting. Practically, the teachers can implement the learning model by adapting their students' needs and characteristics.



Conclusion

The models serve as guidance for teachers to implement differentiated learning. This study produces a Pancasila Differentiated Learning model that contains the model, model description and examples of its application. This model is concise and can be a practical guide for teachers in planning and implementing differentiated learning models to strengthen the profile of Pancasila students. Based on the validation results by experts, the model was declared good with minor revisions. Furthermore, the model was tested with very good results, so this model is ready to be implemented.

Recommendation

Teachers and principals could adopt the developed model as a framework for planning and delivering instructions accommodating students' diverse needs and learning styles to develop the Pancasila Student profile. Future research could conduct a bigger try-out to see whether the implementation of the model is effective. It is also possible to implement the developed mode in different settings.

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