

## **The Implementation of Differentiated Instruction Strategy in P5 Learning at SMK Negeri 1 Jambi**

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**Abstract:** The purpose of this study is to determine the implementation of P5 activities as a project to strengthen the value of Pancasila in the Student's profile in a school and the impact of its implementation on students. The method used is a qualitative method with a descriptive approach. The data collection technique used was interviews with 2 informants, namely 1 P5 coordinator teacher who developed the module and coordinated the activities, 1 P5 facilitator teacher who taught class X by implementing Merdeka curriculum, and 2 class X students as P5 activity participants. In implementing Merdeka curriculum, students are required to create or carry out a project. One of the project activities in Merdeka curriculum is carrying out P5 activities. The P5 activity is a project activity to strengthen the profile of moral value in Pancasila as students. The P5 activities carried out are adjusted to the seven themes set by the Ministry of Education and Culture. The project results that displayed in this P5 activity are: (1) posters; (2) Short stories; (3) Poetry musical; (4) songs; (5) vlogs; (6) Dramas and (7) Academic writing.

**Keywords:** Differentiated Instruction, Project Based Learning, P5

### **A. Introduction**

As an important part of the independent curriculum, developing the Pancasila profile plays an important role in forming character and positive values in the younger generation. As the basic philosophy of the Indonesian state, Pancasila aims to encourage unity, oneness and diversity (Aditya et al., 2021). Therefore, students' understanding and knowledge of Pancasila must be improved through the use of various creative and effective learning approaches.

One of the effective learning strategies in education is differential learning (Caro et al., 2016). In the context of the Pancasila student profile enhancement project, the application of differentiation learning can provide space for students to explore Pancasila values according to their interests, intelligence, and potential. Students can develop their creativity in expressing their understanding of Pancasila through a variety of media, such as writing, visual presentations, art, or information technology (Pelas & Suharno, 2023). Differentiated learning also encourages

collaboration among students with different abilities and interests, so that they can learn from each other and inspire each other in understanding and applying the values of Pancasila.

In addition, a study conducted by Martanti, et al. (2022) investigated the application of differential learning in a Pancasila profile reinforcement project at one of the Moving High Schools. From the review of the study, it can be concluded that the application of differential learning has great potential in improving the student's understanding of the P5 learning context. By taking into account the differences in the ability, interests, and learning styles of the student, differentiated learning can provide a more relevant and meaningful learning experience, as well as encourage the active participation of students in the Pancasila student profile enhancement project. So, from that, this study aims to analyze how the implementation of learning differentiates on implementing P5 activities in one of the SMKs of the Jambi Provincial Centre of Excellence, namely SMKN 1 of Jambi City.

## **B. Methods**

This research uses a qualitative descriptive approach that is a problem formulation that guides research to explore or photograph social situations to be studied extensively and in depth. According to Moleong (2018) qualitative descriptive research focuses on social phenomena, with data collection through words, images, observations, documents, and not numbers. This qualitative research aims to obtain complete information about the implementation of differential learning on P5 activities in SMKN 1 Jambi City.

The data collection technique applied is an interview on P5 activities as the application of differentiated learning strategies to the Merdeka Curriculum with the source of one P5 coordinator, one P5-facilitator and two students. Analysis of data in this study through several stages, namely: (1) data reduction in which the researcher summarizes the results of the consultations, interviews and documentation with the aim of obtaining some data subjects; (2) data presentation, i.e. compiling the data obtained after data is reduced so that the research data can be easily understood; (3) conclusion withdrawal, that is, researchers conclude the data that has been compiled to verify or re-examine the records that have been collected. The instrument used in this study is an interview sheet with 8 questions to coordinators and facilitators and 6 questions to students about differentiated learning strategy in the completion of the P5 sustainable lifestyle activity project with the theme "Career appearance in order to prevent negotiations in schools".

### C. Results and Discussion

Research data is collected through interviews, observations, and documentation, then the data is analyzed descriptively on the application of differentiated learning in P5 activities in SMKN 1 Jambi City. The source criteria for this study are P5 coordinators as teachers appointed to develop joint activity modules with schools, facilitators, and related partners.

**Table 1. Interview Results with Source 1: Coordinator P5**

No	Question	Answer
1	What's the reason for P5's execution?	P5 is implemented as a co-curricular that supports the comprehensive availability of independent curricula.
2	What do you mean P5 coordinator? And what's your responsibility?	The P5 coordinator consists of a number of teachers appointed to coordinate and consolidate the P5 activities in the class so that they go as planned. 1. Analyse the appropriate themes according to the needs of the school. 2. Developing teaching modules. 3. Coordinate with the Head of School, Curriculum Waka and related parties (society and the world of work) to evaluate existing activities on the module 4. Schedule activities. 5. Coordinate with the facilitator in implementing the teaching module. 6. Report the project results of the pupils
3	What theme was chosen in this activity?	There are 7 P5 activities themes to choose from, namely: 1. Sustainable lifestyle 2. The voice of democracy 3. Strong and technological to build the NKRI 4. Wake up your soul 5. Bhineka Tunggal Ika 6. Local wisdom 7. Employment

**Table 1.** (Continued)

No	Question	Answer
4	What's the background to this theme selection?	<p>And, SMKN 1 Jambi City has chosen and implemented the theme:</p> <ol style="list-style-type: none"> <li>1. The voice of democracy</li> <li>2. Wake up</li> <li>3. Employment</li> </ol> <p>The theme chosen is to build up the spirit with the theme of preventing negotiations with the exhibition of works. This theme was chosen because of the scale of the case of bullying by/against teenagers in the Jambi City area. Students are expected to be able to analyse the various causes of negotiations. Students are also expected to be able to identify themselves or someone they know as the negotiator or victim of a negotiation so that they can make a wise decision in dealing with it. Until the end of the activity the pupil is expected to be able to speak to prevent the negotiations of the work he created.</p>
5	How are the steps of P5's activities?	<p>P5 activities in general:</p> <ol style="list-style-type: none"> <li>1. Analysis of the correlation of themes with school conditions</li> <li>2. Development of modules</li> <li>3. Coordination of activities of P5 with facilitators (facilitators from both schools and outside)</li> <li>4. Implementation of p5 activities</li> <li>5. Collecting and reporting P5 values</li> </ol>
6	How do you facilitate the diversity of pupils in implementing P5 activities?	<p>Coordinator in facilitating the diversity of pupils:</p> <ol style="list-style-type: none"> <li>1. Identify the needs of the students by providing diagnostic assessments in the early stages of learning.</li> <li>2. Present learning materials on varied modules.</li> <li>3. Present a selection of tasks and final projects that match the profile of the student.</li> </ol>
7	What is the result of the project that the pupils have successfully created?	<p>Results of the final project of the pupil:</p> <ol style="list-style-type: none"> <li>1. Anti-negotiation drama</li> <li>2. Poetry prevents negotiation</li> <li>3. Poster prevents negotiations</li> <li>4. Podcast case and prevent negotiations</li> <li>5. Cerpen negotiation themes</li> </ol>

**Table 1.** (Continued)

No	Question	Answer
		6. Songs and anti-conflict music 7. Advisory Journal Articles
8	How does the application of differentiated learning result in P5 activities?	Differentiated learning has taken place well seen from the enthusiasm of the pupils in presenting their works according to their own choices. The facilitators.

The second source criterion is one of the facilitator teachers who is also an English teacher teaching in Class X. Below are the results of the interview in Table 2:

**Table 2. Interview with the source 2: Facilitator P5**

No	Question	Answer
1	What's the reason for P5's execution?	As one of the curriculum networks Merdeka Learn
2	What do you mean P5 facilitator? And what's your responsibility?	The P5 facilitator is the person who gives the material directly to the student. The facilitator is usually a general teacher or a guest speaker. The task of the facilitator is to ensure that the student learns as directed by the coordinator while observing and recording the attitude of the student according to the Pancasila dimensions focused.
3	What's the theme of the P5 series of activities? Awaken the Soul of the Raga in the classroom?	1. Stage of identification Stage of introduction to the theme and early diagnosis. 2. Contextual stages Analysis of negotiation cases and their causes. Identification of advocates and victims. 3. Action phase Action to prevent negotiations with the appearance of the work 4. Stage of reflection Reflection by the students' teachers and schools

**Table 2. (Continue)**

<b>No</b>	<b>Question</b>	<b>Answer</b>
4	How do P5 activities differ from classroom learning activities as usual?	The P5 activities are more focused on the dimensions of attitude that will be developed by the students. In addition, the themes discussed are also very broad so that they can use various methods in implementing them.
5	How do you facilitate the diversity of pupils in P5 activities?	By providing processing opportunities to students according to their ability to work on tasks and projects. I also give the freedom to each group to do the assignments they choose in the park, the field, the mosque, or in the classroom. In addition, the final project is given to the students according to their profile. They can choose their own forms of performance ranging from drama, making short story, singing, making podcasts, etc.
6	What methods did you use during the P5 application?	1. Discussion 2. Ask answers 3. Presentation 4. Work appearance
7	What challenges do you face in applying differentiated strategies to P5 activities?	The newly-known differentiated strategy among some, the challenge is to understand how the concept of differentiation and apply it in a class of 32 students.
8	What are your expectations for the next P5 activity?	To learn

And the following table 3 shows the results of an interview with one of the students as a source:

**Table 3. Interview results with Source 3: Students**

<b>No</b>	<b>Question</b>	<b>Answer</b>
1	How do P5 activities differ from the usual learning activities?	P5 activities focus on theme projects given and taught by various speakers ranging from teachers, guest speakers (lecturers and Health Service), and seniors (student council members)

**Table 3. (Continued)**

No	Question	Answer
2	How long does the activity last in each theme?	Approximately one week
3	How did you feel during the P5 theme event <i>Bangunlah Jiwa Raga</i> fun?	It's fun and exciting because the work time is more flexible and at the time of the show all the classes come together to show their work so that the ball is not boring and more sociable with friends from the other class
4	How did the teacher give you flexibility in working on the project?	Given flexible timing and varied project selection
5	What project are you doing? how you make it and the connection to the theme <i>Bangunlah Jiwa Raga</i> ?	I made a poster to prevent negotiations with water paint because I like to paint. With a poster I illustrate how the impact is given to the victim of the negotiation that is away from his friends.
6	What's the impact of P5's negotiating themes on you?	Becoming more friends because of learning to flatter with different groups besides becoming more aware of how to be a good person acknowledges if we are a negotiator and immediately apologize, or if we were a victim immediately seek protection. Besides, the project given is also fun according to your own choice.

The Pancasila Student Profile Enhancement Project (P5) is a project-based co-curricular activity designed to strengthen the efforts to competence and character in accordance with the Pancasila Student Profiles that are structured on the basis of the Graduate Competence Standards. The learning system aims to observe and solve surrounding problems through the analysis of the needs of coordinators, schools, and the community so that learning becomes relevant and contextual (Klar & Brewer, 2013).

The implementation of the Pancasila Student Profile Enhancement Project is flexible in terms of loading, activities, and execution time. The objectives, loads, and learning activities of the project must not be the same or align with the objectives and materials of the intra-curricular lesson (Hadi et al., 2023). Educational units can

involve the community and/or the working world to design and organize projects to enhance the profile of students of Pancasila.

According to the Pancasila Profile Enhancement Project Guide issued by the Educational Curriculum and Assessment Standards Board in 2022, there are seven thematic options and educational sets that can choose their own themes as needed. The P5 activities in the city of Jambi have been carried out for three times with the themes of Democracy Voice, Build Your Soul, and Work. The theme of building your soul and body is structured and implemented over 7 days with a total of 72 JP using a weekly block system.

In the Law No. 20 of 2002 on Education, it is stated that curricula on all levels and types of education are developed with the principle of diversification according to the educational units, the potential of the region, and the pupils. The topic of the negotiations was chosen in accordance with the needs of the school environment, namely the occurrence of a case of bullying in several schools in Jambi City as well as in SMKN 1 City of Jambi which previously occurred one case of negotiation. With this in mind, the coordinator also invited a guest speaker from the Health Service and a lecturer in the Department of Counseling Counselling to provide insight into the various types and implications of negotiations.

Differential learning is a teaching learning process in which students can learn lessons according to their abilities, preferences, and needs so that they are not frustrated and feel failed in their learning experience, (Purba et al, 2021). Differentiated learning has been carried out from the initial stage of the activity to provide initial assessment to identify the profile of the student for further use in the learning process.

Further in the contextual phase of the learning process, students are given different durations according to their ability to perform their duties. The location of the work was also adjusted to a joint agreement between the groups. Groups are formed by a variety of methods ranging from large groups, small groups, pairs, or individuals. Different teaching methods are also applied in order to facilitate the diversity of pupils. Tomlinson et al. (2013) argued that by providing choice of convenience and personalization is a form of flexible curriculum implementation,



**Figure 1. Photo Together with the Coordinator Teacher, Facilitator Teacher, Guest Speaker, and Students During the Anti-Bullying Poster Exhibition (Source: Personal Documentation, 2022)**



**Figure 2. Some Works of P5 (Posters, Scientific Works, Drama Performances). (Source: Personal Documentation, 2022)**

The theoretical path in differential learning is that all students can succeed according to their capacity. Then, at the stage of action or demonstration of the work the student is given the choice to show the work according to his own interests and talents. The final projects they chose were Drama, Poetry, Posters, Cerpen Podcasts, Songs and Music. In figure 2, there is a poster showing the work that is held in one day so that all students can inspire each other by their classmates at the time of the performance of their work. The participants show a poster that they have made to be judged by the teacher coordinator, facilitator, and guest teacher as the assessment team. There are some posters made of water paint, a scientific work on “The Psychological Impact of Teen Victims of Bullying” by a student who is also a representative of the Children’s Organization of BKKBN, and a drama appearance in the School Square entitled “Don’t Talk to Your Classmate.”

The biggest challenge that teachers face is to understand the concept of P5 and differentiation strategies as they are the first to implement P5 activities. Besides, facing a very diverse variety of students in a total of 32 people in one class makes them quite overwhelming. Nevertheless, students can experience the immediate benefits of P5 activities. They feel heard and given the opportunity to grow according to their own personality. Tucker (2011) mentions that differential learning challenges intelligent learners to learn more deeply and at the same time reach learners who are incapable of learning. Thus, the goal of P5's Theme Awaken the Soul with the theme Demonstration of Works in Preventing Negotiations has been achieved as expected.

#### **D. Conclusion**

Research results show that P5 activities have been carried out in accordance with the procedures established by the Curriculum and Education Assessment Standards Board. Learning uses differentiated strategies seen at every stage of activity from the initial stage, contextual, action, and reflection, applying differential learning principles in accordance with the Academic Manual of Differentiated Learning Development Principles compiled by the Kemikbudristek Team. Although the P5 activity has just been implemented in SMKN 1 City of Jambi for the first time, but the purpose of the activity has been achieved as expected. Students can complete and present their work according to their interests and talents.

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