

Differentiated Learning to Improve the Character Value of the Pancasila Student Profile in IPS Subjects at UPT SMP Negeri 1 Kasui

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Abstract: Social Studies (IPS) has a strategic role in shaping the character and national insight of students. However, social studies learning in junior high school is often considered less interesting and less relevant to students' daily lives, the argument shows that there are still many social studies teachers who use conventional learning methods such as lectures and assignments, which tend to make students passive and less involved in the learning process. This can lead to low student interest and motivation to learn, which in turn has an impact on the less than optimal achievement of learning objectives and internalization of Pancasila Student Profile values. This study aims to identify the effect of implementing differentiated learning strategies on strengthening the character values of the Pancasila Student Profile at SMP Negeri 1 Kasui. The approach used is mixed methods, involving quantitative and qualitative analysis. Data were collected through observations, interviews, and questionnaires of teachers and students during two learning cycles. The results showed that differentiated strategies are effective in supporting students' character and academic development simultaneously.

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Introduction

Education is one of the main pillars in nation building and character building of the younger generation. In the challenging era of globalization, the Indonesian education system is required to produce graduates who not only excel in academic aspects, but also have a strong character in accordance with the values of Pancasila. To realize this, the Ministry of Education and Culture has launched the Pancasila Student Profile program as a reference in developing the character of students. (Kemendikbud, 2020).

The Pancasila Learner Profile reflects Indonesian students as individuals who are lifelong learners, have global competencies, and behave in accordance with the values of Pancasila. The six dimensions that are the focus of the Pancasila Learner Profile include: faith, devotion to God Almighty, and noble character; global diversity; mutual cooperation; independence; critical reasoning; and creativity (Kemendikbud, 2020). These dimensions are expected to be the foundation in shaping the character of students who are ready to face the challenges of the 21st century.

However, in practice, the implementation of the values of the Pancasila Student Profile still faces various obstacles, especially in the learning process in the classroom. One of the

main challenges is the diversity of students' characteristics, abilities and learning styles. One-size-fits-all learning approaches are often ineffective in accommodating these diverse learning needs (Subban, 2006). As a result, many students feel uninvolved in the learning process, which in turn can have an impact on the low motivation and internalization of the values of the Pancasila Student Profile. Sinaga (2016) argues that not everyone can pursue formal education, so learning and learning are expected to develop student character.

Social Studies (IPS) has a strategic role in shaping the character and national insight of students. Social studies is an integration of various branches of social science such as sociology, history, geography, economics, politics, law, and culture (Sapriya, 2017). Through social studies learning, students are expected to understand social phenomena from various perspectives, develop social sensitivity, and have social participation skills needed in social life (Supardan, 2015).

However, social studies learning in junior high school is often considered less interesting and less relevant to students' daily lives. Research conducted by Wijayanti (2017) shows that there are still many social studies teachers who use conventional learning methods such as lectures and assignments, which tend to make students passive and less involved in the learning process. This can lead to low student interest and motivation to learn, which in turn has an impact on the less than optimal achievement of learning objectives and internalization of Pancasila Student Profile values.

UPT SMP Negeri 1 Kasui, as one of the educational institutions at the junior secondary level, also faces similar challenges in an effort to improve the quality of learning and student character building. Based on the results of initial observations and interviews with social studies teachers at the school, it was found that there is still a gap between expectations and reality in the implementation of Pancasila Student Profile values through social studies learning. Some of the problems identified include:

1. Low active involvement of students in the social studies learning process.
2. Lack of relevance of social studies learning materials to students' daily lives.
3. Not optimal integration of the values of Pancasila Student Profile in social studies learning.
4. Teachers' difficulties in accommodating the diversity of students' learning characteristics and needs.

Facing these challenges, a learning approach is needed that can accommodate student diversity while promoting the values of the Pancasila Student Profile. Differentiated learning emerges as one of the potential solutions to overcome these problems. Tomlinson (2014) defines differentiated learning as a learning approach that responds to students' diverse learning needs by customizing content, processes, products and learning environments based on students' readiness, interests and learning profiles.

Differentiated learning is based on several key principles, including: (1) focus on essential concepts and skills within a subject, (2) respond to individual student differences, (3) integration of assessment and instruction, (4) modification of content, process, and product, and (5) collaboration between teachers and students in the learning process (Tomlinson & Imbeau, 2010). Through the application of these principles, differentiated learning is expected to create a more inclusive learning environment that is responsive to students' individual needs.

Various studies have shown the effectiveness of differentiated learning in improving learning outcomes and student motivation. Valiandes (2015) in his research found that differentiated learning can significantly improve students' academic achievement, especially

for students who have low initial ability. Meanwhile, Smit and Humpert (2012) revealed that the implementation of differentiated learning can increase students' motivation and engagement in the learning process.

In the context of social studies learning, research conducted by Suprayogi et al. (2017) showed that the application of differentiated learning can improve students' concept understanding and critical thinking skills in social studies subjects. Furthermore, Indriani (2019) found that differentiated learning in social studies can facilitate students' character development, especially in the aspects of tolerance and social care.

However, the implementation of differentiated learning in Indonesia is still not optimal. Nurdin's (2018) research shows that many teachers still experience difficulties in implementing differentiated learning in the classroom, mainly due to limited understanding and skills in designing differentiated learning. This shows the need for further research on effective differentiated learning implementation strategies in the context of Indonesian education, especially in an effort to improve the character values of Pancasila Student Profile.

The integration of differentiated learning with efforts to increase the character value of the Pancasila Student Profile has great potential in creating meaningful and transformative learning. Through differentiated learning, teachers can design learning experiences that not only accommodate student diversity, but also facilitate character development in accordance with the dimensions of the Pancasila Learner Profile.

For example, in the "global diversity" dimension, differentiated learning can facilitate students to explore global issues from various perspectives according to their interests and abilities. Students can be given the option to study topics such as climate change, social justice or international conflict through various methods such as research, group discussions or multimedia projects. Thus, students not only gain a deeper understanding of global issues, but also develop an attitude of respect for diversity and the ability to interact in a multicultural environment.

In the "working together" dimension, differentiated learning can encourage collaboration between students with different backgrounds and abilities. Teachers can design group tasks that allow each student to contribute according to their strengths and interests, while still encouraging them to support and complement each other. Through this process, students not only develop cooperation skills, but also cultivate an attitude of empathy and concern for others.

For the "independent" dimension, differentiated learning can provide choice and autonomy for students in determining how they learn and demonstrate their understanding. This can help students develop self-regulation skills and responsibility for their own learning process.

Meanwhile, the "critical reasoning" and "creative" dimensions can be facilitated through the provision of challenging and open-ended tasks tailored to the students' level of readiness. Students can be encouraged to analyze contemporary social issues, propose innovative solutions to problems in society, or create creative works that reflect their understanding of social studies concepts.

Finally, the dimension of "faith, devotion to God Almighty, and noble character" can be integrated through reflection and discussion on the ethical and moral implications of various social phenomena studied in social studies. Differentiated learning can facilitate students to explore spiritual and moral values according to their backgrounds and beliefs, while still fostering mutual respect between followers of different religions.

1. However, the implementation of differentiated learning to improve the character value of Pancasila Student Profile is not without challenges. Some of the obstacles that may be faced include:
2. Complexity in designing and managing differentiated learning (Tomlinson, 2014).
3. Limited time and resources in preparing diverse materials and activities (Suprayogi et al., 2017).
4. Difficulties in conducting fair and accurate assessments in differentiated learning contexts (Valiandes, 2015).
5. Resistance from students or parents who are used to traditional learning approaches (Nurdin, 2018).

Facing these challenges, comprehensive research is needed to develop an effective differentiated learning model that is contextual to the conditions of education in Indonesia, especially in an effort to improve the character values of Pancasila Students Profile through social studies learning. This study aims to determine the appropriate differentiated learning strategy at UPT SMP Negeri 1 Kasui to improve the character of the Pancasila student profile.

Research Method

This research is a mixed research that combines qualitative and quantitative methods, with sequential explanatory designs (Mix Method). Sequential explanatory designs are a combination research method that combines quantitative and qualitative research methods sequentially, where in the first stage the research is carried out using quantitative methods and in the second stage it is carried out with qualitative methods (Sugiyono, 2014). This study involved students of class VIIA. The technique of analyzing data collection methods, researchers use observation sheets, and interviews by analyzing quantitative and qualitative data.

Result and Discussion

This research presents comprehensive results covering three main aspects: the planning stage, implementation, and analysis and results obtained in each research cycle. In its implementation, the researcher took on a dual role as a teacher, accompanied by a partner teacher who has expertise in the field of Social Science as an independent observer. This partner teacher was in charge of conducting systematic observations of the course of the research. The social studies learning process was carried out using differentiated learning strategies, where each lesson was carried out systematically as follows:

In this first stage, researchers conducted quantitative research by observing teachers and students, with the following scheme:

The learning implementation plan was carefully conducted with reference to the learning process in the context of this study. This design phase begins with the development of the main pedagogical instrument, the lesson plan, which also functions as a teaching module. This instructional document is designed in a structured manner by containing all essential and integrated learning components. The teaching module was constructed with a detailed framework, covering the stages of learning that would be applied during the research. As a holistic pedagogical instrument, the module includes several crucial elements: Learning Outcomes that become the final competency target, more specific Learning Objectives, Analysis of Learning Objectives that map the process of achieving competence, measurable success indicators, and proportional time allocation for each learning activity.

In addition, the module also contains the design of learning activities that implement differentiation strategies to accommodate the diversity of student characteristics. As a supporting instrument, the researcher also prepared student worksheets designed to facilitate the knowledge construction process through meaningful and contextual activities in accordance with the learning paradigm promoted in this study.

The learning objectives that have been set to be achieved in this learning session focus on students' ability to comprehensively describe the various activities of community life that took place in two significant historical periods in the development of Nusantara civilization, namely the Hindu-Buddhist period and the Islamic period. This objective includes social, economic, cultural, and religious aspects that colored people's lives in both eras.

As part of the careful planning stage, researchers have also made preparations for the physical setting of learning by determining class VIIA as the research location. The selection of this classroom has considered various aspects such as student composition, room characteristics that support the implementation of differentiation strategies, as well as other technical aspects that can optimize the research process. The physical setting of the classroom was also prepared to facilitate the group dynamics that would be formed according to students' learning characteristics.

Before entering the implementation stage, researchers conducted a comprehensive verification process of all learning tools that had been prepared previously. This re-examination stage was carried out carefully to ensure the completeness, accuracy, and suitability of pedagogical instruments with the predetermined research design.

Along with the verification process of learning tools, the researcher also conducted further communication with partner teachers who had been appointed as research collaborators. This communication was carried out to reconfirm the readiness and willingness of partner teachers to provide assistance during the research. In this communication, researchers and partner teachers synchronized their understanding of roles, responsibilities, and observation protocols that would be carried out during the research.

After all aspects of preparation, both in terms of administration, learning instruments, and coordination with related parties have been verified properly and declared to meet the established readiness standards, researchers immediately proceed to the research execution stage according to the planned schedule. The transition from the preparation stage to the implementation stage was carried out by considering the optimal readiness of all research components to ensure the validity and reliability of the results to be obtained.

The results of the observation data by conducting the learning process with preparation where the teacher who also acts as a researcher conducts classroom conditioning to create an atmosphere conducive to the learning process. At this stage, learning is carried out with a 2-meeting scheme. In learning 1 that is carried out starting with, the teacher conveys explicitly about the learning objectives to be achieved, provides initial orientation to students regarding the direction and expectations of learning to be carried out.

Furthermore, as an implementation of the planned differentiation strategy, the teacher divided students into three study groups with the composition of each group consisting of 9-10 students. This grouping is done based on the identification of learning style characteristics that have been mapped previously, in order to optimize the learning process and results.

However, initial observations showed challenges in classroom management during the initiation phase of learning. Students still displayed unfocused behavior, characterized by a high level of noise and lack of attention to instructions and directions delivered by the teacher. This phenomenon indicates the need for more effective classroom management

strategies in the following meetings to ensure that the allocation of learning time can be optimally utilized and the achievement of learning objectives is not hampered by non-academic factors.

The total score for the first meeting was 30 out of a maximum score of 56, which is equivalent to 53.57% of the maximum score. Aspects that received a score of sufficient (2) include various important dimensions in the implementation of differentiated learning strategies, including: Identification of students' learning needs - Teachers have tried to identify students' needs before learning, but it is still not done in depth and thoroughly to understand students' individual characteristics. Responsive lesson planning - Lesson planning has considered the different needs of students, but it is still not structured enough and does not fully accommodate the diversity of students' abilities. Use of diverse learning strategies - Teachers have used several learning strategies, but the variety and flexibility of the strategies applied are still limited and have not fully met the needs of diverse students.

Presentation of varied materials - Learning materials have been adapted to students' learning styles, although they still need further development to accommodate more diverse learning modalities. Implementation of formative assessment - Teachers have monitored students' understanding regularly, but it has not been carried out systematically and has not been optimal in collecting data for learning adjustments. Providing feedback - Feedback has been given to students but has not been consistently constructive and personalized to help individual learning progress. Class management - Class management is quite good but has not created an atmosphere that is fully conducive to all students with various characteristics. Development of critical and creative thinking - Efforts to encourage students to think critically and creatively have been made but have not been supported by consistent and challenging learning activities.

Utilization of technology and learning resources - The use of technology and other learning resources has been done but not maximized in supporting learning differentiation. Adjustment of teaching strategies - Strategy adjustments based on the results of formative assessments are still not done responsively and in a timely manner. Creation of an inclusive learning environment - An inclusive learning environment that is friendly to student diversity has begun to be formed but has not been fully internalized in the classroom culture.

Aspects that received a good score (3) indicate the teacher's strengths in: Facilitation of independent and collaborative learning - Teachers have successfully provided adequate opportunities for students to develop independent learning abilities as well as collaborate with peers. Learning activities are designed with a balance between individual exploration and group interaction in mind. Providing emotional support and motivation - Teachers show sensitivity to students' emotional needs and consistently provide motivation that helps students build confidence and enthusiasm for learning. This aspect is one of the main strengths in the learning practices carried out.

Aspects that received a score of less (1) indicate significant weaknesses in: Learning evaluation and improvement - Teachers have not conducted a systematic evaluation of the effectiveness of the differentiation strategies implemented, nor have they conducted planned follow-up improvements. This is a critical point that needs special attention in teacher professional development.

This data indicates that teachers have tried to implement differentiated learning strategies with sincerity but are still at the developmental stage in most aspects of implementation. Teachers' strengths are seen in the aspects of facilitating diverse learning and providing emotional support to students, which can be the foundation for the development of

other aspects. Overall, a score of 30 out of 56 (53.57%) indicates that the implementation of differentiated learning strategies is still at the sufficient stage and requires significant improvement. Some recommendations that can be considered:

1. Development of teachers' reflective ability to evaluate differentiated learning practices more systematically and comprehensively.
2. Strengthening skills in identifying student learning needs through the use of more valid and reliable diagnostic assessment instruments.
3. Increasing the variety of learning strategies that are more responsive to the diversity of student characteristics.
4. Development of a more structured formative assessment system to monitor student learning progress on an ongoing basis.
5. More optimal utilization of educational technology to support learning differentiation.

Furthermore, the researcher made observations to students. After the process of organizing students into study groups is carried out and all students have occupied positions in the predetermined group formation, the teacher implements the task delegation strategy through group representation. With a structured approach, the teacher asks the leader of each group to come to the front of the class to receive the distribution of learning tasks that have been specifically designed for each group.

This segmented yet interrelated distribution of tasks is designed to facilitate students' holistic understanding of the Hindu-Buddhist era as one of the formative phases in Indonesian history, while developing collaborative skills and knowledge specialization in the context of group-based learning. After the group discussion stage ended, each group had the opportunity to present the results of their thoughts and discussions in turn to the whole class. During the presentation, other groups are given space to ask questions, respond, or express alternative views related to the material presented.

During the presentation and class discussion process, the teacher acts as a facilitator who carefully monitors the dynamics of the discussion, the quality of argumentation, and the interaction between students. Meanwhile, an observer was assigned specifically to observe the effectiveness of the teacher in managing the course of the discussion and recording the level of participation and activity of the students during the activity.

After all groups have completed their presentations and the question and answer session has ended, the teacher takes on the role of providing a brief review of the discussion process that has taken place, highlighting important points that have emerged, clarifying misunderstandings, and facilitating joint reflection on the learning and conclusions that can be drawn from the results of the discussion.

The observation process was carried out by the researcher's professional colleagues, namely fellow educators, who conducted in-depth observations during the entire series of learning activities. The focus of observation was directed at the level of student participation in the five predetermined aspects of critical engagement, using a well-structured participation measurement instrument.

The aspects that were carefully observed included: students' ability to perform their roles in accordance with their responsibilities both when working in small groups and when participating in class discussions (first aspect); activeness in asking questions or responding to opinions expressed by other participants (second aspect); willingness to provide dialogical space for other participants to ask, answer, or express their views (third aspect); ability to answer substantive questions, express weighty opinions, or offer solutions to the problems

discussed (fourth aspect); and adherence to the discussion protocol by asking, responding, answering, or presenting after being given the opportunity by the moderator (fifth aspect).

In addition to observing student activities, the observer is also responsible for documenting the results of observations of teacher performance from the preparation stage to the ongoing discussion activities, by recording them on the observation format that has been provided as attached in the supporting documents. Beyond the parameters set out in the observation sheet, the observer is also given the freedom to record important phenomena or significant moments that occur during the learning process that may not be covered by formal instruments but are considered relevant for research analysis and evaluation.

At this stage the researcher analyzes the observation data. One of the principles of learning is active participation, namely learning that must be done by students themselves and not by teachers through dissemination, successful learning must be done by students who actively participate. (Mukhtar, 2005: 11). Data regarding student activity in learning 1 on the achievement of the character value of the Pancasila student profile can be seen in the following table:

Table. 1. Achievement of Students' Pancasila Student Profile Character Value Based on Observed Aspects at meeting I

No	Indicator	Average Score Meeting 1	Average Score Meeting 2
1	Believing, fearing God, and having noble character	68,2%	87,6
2	Global diversity	57,9%	80,7
3	Mutual cooperation	68,6%	88,3
4	Independent	58,6%	84,8
5	Bernalar dikritik	60,6%	87,6
6	Kreatif	62,7%	80,0
Rata-rata Keseluruhan		61,1%	84,83

Source: Research data 2025

Based on the research data presented, the level of achievement of each indicator of the character value of the Pancasila student profile shows results that have not yet reached the optimal target. Of the six indicators studied, the overall average value reached 61.1. This figure indicates that in general, the implementation of the character value of the Pancasila learner profile in the learning process is still in the category that is not optimal and requires significant strengthening and improvement to achieve the expected passing standards in the formation of student character based on Pancasila at SMP Negeri 1 Kasui.

Overall, the data shows that efforts to develop the character values of Pancasila learner profiles still require more effective strategies, especially in the aspects of critical reasoning, creativity, and global diversity. Special focus needs to be given to improving the critical reasoning skills of students who have the lowest scores, given the importance of this skill as a foundation for the development of other characters and competencies. Some implications and recommendations that can be considered based on the research results at this meeting include:

1. Development of an Integrative Learning Approach: A learning approach is needed that systematically integrates Pancasila values in various aspects of social studies learning, not only as content but also as a foundation for learning methods and interactions.

2. Strengthening Differentiation Strategy: The research results indicate the need to strengthen the implementation of differentiated learning strategies that are more responsive to the diversity of students' needs, interests and abilities, so that they can accommodate the development of more comprehensive character values.
3. Professional Development of Educators: Professional development programs are needed that equip educators with the understanding and skills to facilitate the development of character values, especially in aspects that show low achievement.
4. Revitalizing the Learning Environment: Creating a learning environment that is more conducive to the development of critical reasoning skills, creativity, and insight into global diversity, through the enrichment of learning resources, the utilization of technology, and the development of inclusive learning communities.
5. Strengthening the Assessment System: Develop a more comprehensive and authentic assessment system to monitor the development of character values more accurately and provide constructive feedback for improving the learning process.
6. Multistakeholder Involvement: Establish more intensive partnerships with parents, communities, and various stakeholders to create an ecosystem that supports the holistic and sustainable development of Pancasila students' character values.

Furthermore, lesson plan II was carried out by systematically organizing learning activities according to research needs. The learning process II was prepared as a follow-up to the reflection carried out on the implementation of learning I. After the results of learning I were thoroughly analyzed, a number of things were found that needed to be improved and improved. Therefore, the implementation of learning II was designed, with the aim of optimizing the learning process and achieving better results. Researchers again compiled a Learning Implementation Plan as the main guideline in implementing the action. The lesson plan contains learning steps systematically, including Learning Objectives, Analysis of Learning Objectives, achievement indicators, time allocation, division of group members, and student worksheets that will be used during the learning process.

Before the learning action was carried out, the researcher rechecked all learning tools to ensure their completeness and suitability. In addition, researchers also re-coordinated with partner teachers to ensure their readiness and willingness to support the implementation of research.

After the introduction is given, the teacher divides students into three learning groups that are adjusted to the characteristics of each learning style, namely auditory, visual, and kinesthetic groups. This division aims to accommodate different learning needs so that the learning process becomes more effective and meaningful. After all students are seated according to their respective groups, the teacher then calls the leader of each group to receive and distribute learning tasks that have been adjusted to the learning style of the group. Thus, each group can immediately start learning activities in accordance with the designed approach.

Tabel 2. The division of group tasks

Group	Tasks
Group 1 (Auditory)	Listening to the teacher's explanation and audio recordings of folktales from various regions in Indonesia, Group discussion: discussing cultural values in the story. Oral presentation of discussion results to the class.

Group 2 (Visual)	Given reading materials and infographics about cultural diversity (ethnicity, language, customs, religion, clothing, traditional houses). Asked to make a concept map or poster about socio-cultural diversity. Presentation of results in the form of a visual gallery (displayed in class).
Group 3 (Kinesthetic)	Watch a short video about a traditional dance or traditional ceremony, then choose one to practice simple movements in a group..

During the process of learning activities, it went well and in accordance with the expectations that had been designed previously. Students' enthusiasm was evident especially during the presentation session. Students actively asked questions, showing high curiosity about the material presented. The group in charge of presenting the material was also able to provide responses with confidence and logical arguments. Not only that, other groups also participated in providing responses and responses to the group that was presenting, creating a lively and interactive discussion atmosphere.

The discussion reflected the active involvement of all students and was carried out in accordance with the planned flow and time allocation. The available time can be optimally utilized by students to discuss, express opinions, and deepen their understanding of the material.

During the discussion process, the teacher plays an active role as a learning facilitator. The teacher provides guidance, acts as a consultant who helps resolve students' confusion, and provides feedback and constructive criticism. After the group discussion is complete, each group appoints one spokesperson to convey the results of their discussion to the whole class. The presentation can then be responded to by other groups, resulting in an exchange of opinions and thoughts that enriches learning.

Through structured observation sheets during the implementation of lesson II. This analysis highlights various aspects of teaching competence, ranging from lesson planning, classroom management, implementation of teaching strategies, to the ability to evaluate learning. The second component that is the focus of the presentation is an in-depth elaboration of quantitative data that represents student achievement in various learning activities. This data is organized in the form of scores that specifically describe the manifestation of character values shown by students during the learning process. The presentation of these scores not only shows the level of participation, but also reflects the internalization of character values that are an integral part of the Pancasila Learner Profile framework being developed. Through this comprehensive and structured presentation of data, the research aims to provide a holistic picture of the dynamic interaction between teachers' teaching abilities and students' character development, which becomes the foundation for further analysis and drawing meaningful research conclusions.

Discussion

From the results of observations of the teaching and learning process that applies differentiation strategies to strengthen the character of the Pancasila learner profile of students in social studies class VIIA SMP Negeri 1 Kasui for II meetings, data analysis is carried out through. The results of data analysis showed a significant improvement in the quality of learning implementation carried out by teachers, together with students with the

results of changes in the teacher's IPKG from 30 to 56 while a significant positive correlation between increasing character scores with the level of active participation of students, where students who have a better understanding and appreciation of Pancasila values tend to display higher activeness in classroom learning interactions with changes from 61.1% to 84.8%.

Differentiated learning is a learning approach that aims to accommodate the different learning needs of students, both in terms of interest, learning readiness, and learning style. In the context of character education based on the Pancasila Learner Profile, differentiated learning becomes a strategic means to instill the noble values listed in the profile, such as faith and piety in God, global diversity, mutual cooperation, independence, critical reasoning, and creativity. In social studies lessons, which are loaded with social, cultural and civic values, the differentiation approach allows teachers to provide a more meaningful and contextualized learning experience. At UPT SMP Negeri 1 Kasui, differentiation of learning has begun to be implemented by adjusting the content, process and product of learning based on student characteristics. The results show that students' character values, such as responsibility, tolerance and cooperation, have improved significantly.

Suyatno, (2019) argues in his research that differentiation-based learning can increase student learning motivation and form better characters because students feel cared for according to their respective uniqueness. Furthermore, Saparia (2023) as quoted from Nadiem Makarim emphasized through the Merdeka Belajar policy the importance of implementing learning that favors students, one of which is through a differentiation approach. He emphasized that this kind of learning is very relevant in strengthening the Pancasila Student Profile. The implementation of differentiation at SMP Negeri 1 Kasui can be said to be a strategic step in supporting the implementation of Merdeka Curriculum. This learning not only improves students' cognitive quality in social studies, but also strengthens character in accordance with the values of the Pancasila Learner Profile.

Conclusion

The effect of the Application of Differentiated Learning Strategies to improve the character value of the Pancasila Student Profile in social studies subjects at UPT SMP Negeri 1 Kasui, shows a significant improvement in the quality of learning implementation carried out by teachers, together with students with the results of changes in the teacher's IPKG from 30 to 56 while a significant positive correlation between increasing character scores with the level of active student participation, where students who have a better understanding and appreciation of Pancasila values tend to display higher activeness in classroom learning interactions with changes from 61.1% to 84.8%.

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