



Analysis of P5 Activities as the Implementation of Differentiated Learning in the Merdeka Curriculum in Elementary School

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ABSTRACT

In the independent curriculum, students carry out projects like the Strengthening Pancasila Student Profile (P5) Project, allowing them to independently explore and develop skills. This study aims to: 1) Analyze the P5 Project's impact on fourth-grade students at SD Negeri Samir; and 2) Evaluate differentiated learning in the independent curriculum for the same grade at SD Negeri Samir. This qualitative research involved 15 participants—facilitator teachers and 14 fourth-grade students (8 boys, 6 girls). Data was collected through observation, interviews, and documentation. Findings show: 1) P5 activities, from preparation to evaluation, were structured and successful; and 2) Differentiated learning effectively differentiated content and products, supported students, and maintained consistent analysis and evaluation.

INTRODUCTION

Education nowadays faces many challenges and demands in the learning process. Therefore, teachers need to pay attention to transitions or innovations in education. The curriculum is a crucial part of education, serving as a standard to manage the process and guide learning at every educational level (Intan Maharani et al., 2023). This aligns with the Ministry of Education and Culture (Kemendikbudristek) which has officially launched the 'kurikulum merdeka' or formerly known as the prototype curriculum, advocating the concept of learning freedom for the academic year 2022/2023, as a government effort to address existing challenges and demands (Kemendikbud, 2022).

In the implementation of the 'kurikulum merdeka', students are required to undergo or create a project. This project is named the Strengthening Student Pancasila Profile Project (P5). Each student in P5 has an equal opportunity to learn to assess, translate, integrate, and produce information from various types of learning outcomes. P5 is an application of the 'kurikulum merdeka' aimed at instilling Pancasila values and character in students (Sri Wijayanti et al., 2022).

The 'kurikulum merdeka' has a structure and characteristics that include the implementation of the Pancasila Student Profile Strengthening Project (P5). This program is implemented through project-based interdisciplinary learning to provide students with opportunities to understand and solve problems in their surroundings. Thus, there is a mutual relationship between the 'kurikulum merdeka' and P5 (Intan Maharani et al., 2023). One form of the Pancasila student profile project in the 'kurikulum merdeka' is the P5 activity.

Through P5 activities, students have the freedom to self-learn, enabling them to develop their potential and sharpen their skills in various fields. Moreover, the structure of learning activities can be adjusted, and schools can allocate time according to needs, making students active in learning as they gain firsthand experience (Rachmawati et al., 2022). Adapting to students' interests and readiness to ensure optimal learning outcomes in P5 activities involves implementing differentiated learning (Marlina et al., 2019).

Differentiated learning fundamentally views students as diverse and dynamic (Marlina et al., 2019). Students have varying interests and talents, thus teachers need to implement differentiated instruction to accommodate students' interests and abilities (Kurnia Fitra, 2022). Effective planning is essential for implementing differentiated learning. Below are several aspects that schools should consider in planning differentiated instruction: (a) Reviewing the curriculum to ensure alignment with students' strengths and weaknesses; (b) Developing future school plans that align with educational programs and adaptable teaching methods according to students' needs; (c) Clarifying teacher support in meeting students' needs; (d) Periodically assessing and reviewing the school's plan achievements (Marlina et al., 2019).

Differentiated learning not only focuses on outcomes but also on content and the learning process. Moreover, students can explore knowledge independently, aligning P5 activities with differentiated learning. By implementing differentiated instruction, teachers have the flexibility to teach based on the curriculum and enhance their ability to complete tasks

professionally (Sutaga, 2022). Therefore, differentiated learning can be applied in P5 activities.

P5 activities can enhance students' skills. Improved skills can easily pique students' interests, making P5 an implementation of differentiated learning. Implementing P5 activities can boost students' self-confidence in creating, identifying their potential, and determining their interests and talents. Through these activities, students become more actively involved in learning as they can negotiate with peers regarding the projects they will present (Saraswati et al., 2022).

P5 was created with the aim of enhancing students' abilities and skills in creating projects aligned with the Pancasila student profile, making it a policy of the Ministry of Education and Culture (Kemendikbud) to instill Pancasila values in students from elementary school to university level (Aditya et al., 2021).

The Pancasila student profile consists of six dimensions established by Minister of Education and Culture Nadiem Anwar Makarim (Rusnaini et al., 2021). Three out of these six dimensions have been selected and adopted by facilitator teachers in fourth-grade classrooms: faith, piety towards the Almighty God and noble character, and mutual cooperation. This means that projects are integrated into the 'kurikulum merdeka' as a tool to acquire Pancasila student profile dimensions, focusing not only on cognitive information processing skills but also on attitudes and behaviors that align with Indonesia's identity as a global citizen.

In practice, moral and character education in the fourth grade at Samir Public Elementary School has been incorporated through the Pancasila student profile. However, the implementation of P5 activities at Samir Public Elementary School faces various challenges, such as students' lack of awareness in participating, inadequate supervision, and insufficient evaluation, which hinder the realization of P5 as differentiated learning. Additionally, another challenge lies in theme selection. The sustainable lifestyle theme used in previous activities at Samir Public Elementary School is being reused for current P5 activities. This decision reflects the ongoing need to improve the planning, implementation, and evaluation of the P5 program by the school, tailored to the school environment and student conditions.

The study by Tia Narafidah et al., (2023) titled "Analysis of P5 Activities as Implementation of Differentiated Learning in the Era of Digital Independent Curriculum at SMA Negeri 2 Banjarmasin" aligns with this research with the following findings: (1) P5 activities are carried out very well and organized from planning, implementation, management, assessment, evaluation, to follow-up plans for subsequent activities. (2) Differentiated learning has been effectively implemented by conducting P5 activities and using teaching approaches tailored to students' interests. (3) P5 activities as a differentiated learning approach within the independent curriculum have a positive impact on student growth.

This updated research contrasts with previous studies conducted at selected elementary school education levels. This study focuses on P5 activities, which implement differentiated learning as part of the independent curriculum

program. It was initially conducted with fourth-grade students, specifically in P5 activities, to apply differentiated learning.

LITERATURE REVIEW

1. Strengthening Student Pancasila Profile Project (P5)

P5 stands for the Strengthening Student Pancasila Profile Project. The Strengthening Student Pancasila Profile Project (P5) is a part of the independent curriculum, with activities consisting of co-curricular Project-based activities designed to support the achievement of student competencies and characters according to the Pancasila student profile, structured based on Graduation Competency Standards (SKL). The Strengthening Student Pancasila Profile Project (P5) is implemented flexibly in terms of content, themes, activities, and implementation time. One of the principles of the Strengthening Student Pancasila Profile Project (P5) is exploration, comprehensiveness, integration, and student-centeredness (Suhardi, 2022).

2. Differentiated Learning

Differentiated learning is an effort to adjust teaching methods to meet the individual learning needs of students. One of the efforts to develop learning ideas adopted by the current National Education System is Ki Hajar Dewantara's concept of differentiated learning. In differentiated learning, students can learn with peers who have similar or different abilities (Rintayati, 2022).

Differentiated learning is a method or effort that teachers can use to teach according to the talents and interests of students. In differentiated learning, students' interests and readiness are accommodated, leading to increased motivation and learning outcomes, as well as encouraging students to appreciate differences both inside and outside the classroom (Annemieke E et al., 2019).

3. Independence Curriculum

The Independence Curriculum was proposed by the Minister of Education and Culture, Nadiem Makarim, in 2019 and was set to be implemented starting in 2020. The Independence Curriculum embraces a similar pattern to Paulo Freire's critical pedagogy, emphasizing critical thinking, autonomy, and social engagement of students. This curriculum is believed to help students in Indonesia obtain diverse educational experiences and empowerment. It states that schools in Indonesia will be granted freedom and autonomy to independently choose and employ educational methods (Afida et al., 2021).

The Independence Curriculum is an educational program that utilizes various learning approaches, both inside and outside the classroom, to meet students' learning needs. It also provides sufficient time and freedom for expanding knowledge and enhancing learning concepts. The curriculum features diverse intracurricular learning and allows students time to grasp ideas and enhance teacher skills. Designed through multiple learning sources, the Independence Curriculum ensures that implemented learning aligns with students' needs and interests (Putra et al., 2022).

The Strengthening Student Pancasila Profile Project (P5) is designed separately from intracurricular programs. The objectives, content, and learning activities of the Project do not need to be related to classroom learning materials.

To plan and implement the Strengthening Student Pancasila Profile Project (P5), schools can directly involve other communities (Kemendikbud, 2022).

METHODOLOGY

This research employs a qualitative approach with a descriptive research design. Qualitative research is based on postpositivism or interpretivism philosophies used to investigate natural phenomena. Researchers act as the primary instrument, employing triangulation through observations, interviews, and documentation. Qualitative data is collected and analyzed inductively or qualitatively. The aim of qualitative research is to gain a deeper understanding of the meaning and uniqueness of a phenomenon (Sugiyono, 2023).

. This study aims to provide an overview of the analysis of the Strengthening Pancasila Student Profile Project (P5) activities as the implementation of differentiated learning in the Independence Curriculum for fourth-grade students at SD Negeri Samir. The researcher gathers comprehensive information using various data collection techniques such as observation, interviews, and documentation. The research findings are presented descriptively to provide readers with a complete understanding of the study results, thus employing a descriptive qualitative approach in this research.

RESEARCH RESULT

Data from interviews on the P5 Activity as the Implementation of Differentiated Learning in the Independence Curriculum for Fourth Grade at SD Negeri Samir. Interview results with students and lecturers regarding the implementation of Kampus Mengajar:

- a. facilitator teacher in fourth grade for the Strengthening Pancasila Student Profile (P5) Project explained that the planning at SD Negeri Samir is highly structured and well-planned. Through collaborative planning, the direction of the P5 Project activities is carefully set to ensure optimal implementation. During the planning stage, students are involved in selecting project themes aligned with their interests. Fourth-grade students at SD Negeri Samir chose the sustainable lifestyle theme titled "Smart Management of Plastic Waste, Living Becomes Fun," which will be reused in future P5 activities. Additional activities at SD Negeri Samir have specific goals, including literacy and cultural activities, as well as environmental activities. Documentation is carried out by students with parental assistance through portfolios guided by facilitator teachers. Based on accumulated documentation, facilitator teachers compile reports on the P5 Project activities. Evaluation of the P5 Project activities at SD Negeri Samir is aimed at assessing effectiveness, success rate, and improvements through formative, summative, social impact, and ongoing evaluations. Curriculum observations in implementing differentiated learning in fourth grade at SD Negeri Samir are based on students' learning needs such as interests, readiness, and learning styles. Once students' learning needs are identified, teachers develop plans and strategies for differentiated learning implementation. Planning for

differentiated learning implementation in the P5 Project at fourth grade starts with diagnostic assessment to form facilitator teams and develop P5 Project modules. Strategies for implementing differentiated learning are selected based on students' cognitive, emotional, and social development. Academic support and involvement of the local community provided by the school can support the needs of fourth-grade students at SD Negeri Samir in implementing the P5 Project. Analysis and evaluation conducted at SD Negeri Samir in fourth grade involve various evaluation methods with the aim of ensuring students feel comfortable during learning activities.

- b. Students engaged in the Strengthening Pancasila Student Profile Project (P5) enthusiastically welcome it. They actively participate in ecosystem preparation, demonstrating awareness in applying the school's established positive cultures. During the P5 design phase, students are involved in theme selection through discussions with facilitator teachers. The management of P5 includes integrating literacy, cultural, and environmental activities into the core program. Students document their activities by creating portfolios with parental assistance and teacher guidance. Follow-up actions extend to managing waste responsibly, educating peers on reducing plastic waste, and promoting the reuse of items, thereby perpetuating the positive values acquired from P5 continuously. This holistic approach not only enhances their academic learning but also fosters a sense of responsibility towards sustainable practices within the school community.

DISCUSSION

1. P5 Activities in Grade IV of Samir Public Elementary School

The introduction of P5 activities has been enthusiastically received by fourth-grade students at Samir Public Elementary School. These activities play a vital role in shaping students who excel academically and possess strong character with values aligned to Pancasila. P5 activities occur once per semester and span five stages: ecosystem preparation, design, management, documentation and reporting, evaluation, and follow-up.

a. School Ecosystem Preparation

At Samir Public Elementary School, Grade IV prepares the school ecosystem by cultivating collaborative, open-minded, and enthusiastic learning cultures. These cultures foster respectful relationships among students, teachers, and parents, promoting innovative solutions beneficial to P5 activities.

b. Designing P5

Designing P5 involves structured planning and module development, initiated by forming a facilitator team and detailing thematic and dimensional objectives. Activities are organized into faith and character development, creativity, and mutual cooperation, focusing on sustainable lifestyle themes like "Smart Plastic Management, Living Life with Joy."

c. Managing the P5 Process

Management ensures effective project execution, fostering student involvement through literacy, cultural arts, and environmental initiatives like waste management and community campaigns.

d. Documenting and Reporting Project Activity Results

Facilitator teachers document P5 activities through photos, videos, and portfolios, showcasing student achievements such as environmental posters and recycled products. Reports detail activity progression from inception to completion.

e. Evaluation and Follow-Up of P5

Evaluation assesses effectiveness and identifies areas for improvement through formative and summative methods, ensuring continuous enhancement and community engagement beyond P5 activities.

2. Implementation of Differentiated Learning in the Merdeka Curriculum

Differentiated learning in Grade IV at Samir Public Elementary School aims to synchronize the learning process to meet students' diverse needs. This includes their learning profiles, interests, and readiness to enhance learning outcomes (Herwina, 2022). Implementation is structured around curriculum observation, school planning and strategy development, student support, and ongoing analysis and evaluation.

a. Observing the Curriculum

Curriculum observation ensures alignment with students' needs such as interests, readiness, and learning styles in Grade IV at Samir Public Elementary School. This informs the development of differentiated learning plans and strategies.

b. Building Appropriate School Planning and Strategies

Planning begins with diagnostic assessments to tailor facilitator teams and P5 module development. Strategies include selecting suitable materials, using interactive learning methods, emphasizing everyday values, employing visual aids, and fostering parent collaboration.

c. Providing Support to Students

Support includes academic assistance through peer tutoring, engaging parents through regular meetings, utilizing information technology for communication, and involving the local community to enrich P5 activities.

d. Consistent Analysis and Evaluation

Continuous analysis involves student surveys, achievement analysis, classroom observations, interviews with teachers and facilitators, portfolio reviews, community feedback, and long-term impact assessment to ensure effective implementation of differentiated learning.

P5 activities at Samir Public Elementary School play a pivotal role in applying differentiated learning through a sustainable lifestyle theme across faith, creativity, and cooperation dimensions. This approach responds to students' learning styles, interests, and preferences, promoting deeper engagement and understanding of Pancasila values.

CONCLUSIONS

Research on P5 activities as the implementation of differentiated learning in the independent curriculum of Grade IV at Samir Public Elementary School has been conducted and discussed in the previous chapter. The findings of this research are summarized into two parts as follows:

1. P5 activities in Grade IV at Samir Public Elementary School are divided into 5 stages. First, ecosystem preparation is conducted through welcoming and establishing culture. P5 design includes forming the facilitator team, identifying the readiness level of the educational unit, determining dimensions and themes, allocating time, and preparing P5 modules. Activity management is carried out through additional activities such as documentation in the form of photos, videos, and portfolios. Evaluation is conducted through formative evaluation, summative evaluation, social impact assessment, and continuous evaluation. Follow-up actions are taken through establishing partnerships with external collaborators and encouraging the continuation of good practices during P5.
2. The implementation of differentiated learning in the independent curriculum of Grade IV at Samir Public Elementary School is carried out through differentiated products and content in 4 stages. These stages include curriculum observation, planning and learning strategies, providing support to students based on their learning needs, interests, and readiness, and consistent analysis and evaluation

RECOMMENDATIONS

The conclusions from the research on the P5 activities as a differentiated learning application in the independent curriculum for fourth-grade students at Samir Public Elementary School have been previously discussed, and therefore the researcher offers the following suggestions:

1. To students:

Students are expected to be more active and enthusiastic in exploring their interests during P5 activities. Additionally, through this research, students are expected to improve their communication skills with peers during group work.

2. To teachers:

In this study, it is hoped that teachers will involve students more in the design phase of P5 so that students feel they contribute more than just selecting themes.

3. To the school:

Through this research, it is hoped that the school will explore other themes to implement in future P5 sessions so that students do not feel bored and are more challenged to explore new things.

4. To future researchers:

For future researchers, it is recommended to delve deeper into the factors inhibiting P5 activities as a differentiated learning application in the independent curriculum, especially at the elementary school level.

ADVANCED RESEARCH

In this study, the researcher has confined the investigation to examining the activities conducted within the P5 program without delving deeper into the

factors, obstacles, and challenges that may arise during its implementation. Therefore, for future researchers, it is recommended to delve deeper into these aspects to achieve a more profound and comprehensive understanding of the dynamics of the P5 activities. For instance, researchers are hoped to clearly identify both internal and external factors that influence the success or failure of P5 implementation and to explore effective solutions to address these challenges.

Additionally, this study did not delve into the factors that may hinder the implementation of differentiated learning for P5 activities. A deeper understanding of this matter would assist researchers and educational practitioners in designing more effective teaching strategies that align with the needs of elementary school students. Consequently, future research is expected to make a more significant contribution to the development of character education and the implementation of the Merdeka Belajar curriculum in elementary schools such as SD Negeri Samir.

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