ANALYSIS OF P5 ACTIVITIES AS AN IMPLEMENTATION OF DIFFERENTIATED LEARNING IN THE DIGITAL AGE MERDEKA CURRICULUM AT SMA MUHAMMADIYAH 11 JAKARTA

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Abstract

The purpose of this study is to explore and analyze the activities of the Pancasila Student Profile Strengthening Project or P5 as an application of differentiated learning in the digital era independent curriculum at SMA Muhammadiyah 11 Jakarta. This research also aims to analyze the problems that arise in the implementation of P5 through the Merdeka curriculum. Finally, this study provides recommendations for solutions that can be taken for the successful implementation of P5. This research uses a qualitative descriptive method with a research sample of the P5 Coordinator of SMA Muhammadiyah 11 Jakarta. The data collection methods used were observation and interviews. The data analysis method used is qualitative descriptive analysis. The results showed that P5 activities at SMA Muhammadiyah 11 Jakarta run very well and are structured. Differentiated learning that adapts to the interests and needs of students has been effectively implemented through the implementation of P5 activities. P5 activities carried out as a form of differentiated learning in the independent curriculum have a good impact on the development of students and follow the expected competency standards. The implementation of P5 is expected to strengthen the national identity of Indonesian students, which is rooted in the noble values of Pancasila.

Keywords: Pancasila Student Profile Strengthening Project P5 activity; Merdeka Curriculum; Differentiated Learning; the digital age.

INTRODUCTION

From the beginning of the 21st century, the education system in Indonesia has undergone a transformation by adopting innovative strategies designed to enrich the relevance of students' learning experiences, thereby facilitating the achievement of substantial learning processes and producing a significant impact on Technopreneurship Readiness on Technopreneurship Intention (Elfrianto et al., 2024). In the midst of this rapid paradigm shift in education, Indonesia faces the challenge of integrating technology in its education system (Harto, 2018), In the midst of this rapid paradigm shift in education, Indonesia faces the challenge of integrating technology in its education system (Ardat et al., 2023). Merdeka Curriculum, as a response to these dynamics.

The Merdeka Curriculum, which is planned to become the national curriculum in 2024, is the result of the convergence of various aspirations and potentials of the community (Majir, 2018). In this curriculum, students are encouraged to develop soft skills and character independently in accordance with the Pancasila Student Profile Project. Some of the distinctive features of Merdeka Curriculum include strengthening the Pancasila profile through project-based learning, focusing on core content, and flexibility for teachers in adapting learning according to student needs (Fitriyani et al., 2023; Swandari & Jemani, 2023)

In the digital era, technological developments have opened up many new opportunities in education. In the Merdeka Curriculum, interactive and collaborative learning approaches with technology support are the main principles (Shomirzayev, 2021). This approach recognizes the evolving dynamics of education, where technology plays a crucial role in promoting meaningful student engagement and participation (Bond et al., 2020). In practice, the relevant theory for evaluating learning activities is the Theory of Constructivism (Susanti et al., 2021). According to the Theory of Constructivism, students actively construct their knowledge during the learning process, which is a positive aspect in education (Mokalu et al., 2022). The focus on technology-enabled interactivity and

collaboration is in line with the need to prepare students for rapid change, where digital literacy and collaboration skills are critical (Khasanah & Herina, 2019). The effective use of technology has great potential to improve the quality of learning, especially in the context of differentiated learning (Awaluddin et al., 2021).

Merdeka Belajar Curriculum develops the Pancasila Learner Profile Strengthening Project (P5) to strengthen the character of students and achieve competencies in accordance with the Pancasila Learner Profile (Ratri et al., 2023). P5 is designed based on graduation competency standards and emphasizes the cultivation of character in accordance with the values of Pancasila. P5 provides opportunities for learners to experience knowledge through the process of character building and learning from the surrounding environment. In P5, learners can explore important issues such as climate change, counter radicalism, mental health, culture, entrepreneurship, technology, and democratic life (Suryaningtyas, 2024). The goal is for learners to take action according to their learning level and needs and contribute to their environment (Kesumasari, 2023).

P5 activities (Projek Penguatan Profil Pelajar Pancasila) have an important role in building learners' self-confidence, increasing self-efficacy, and demonstrating their interest in a particular field (Kesumasari, 2023). As a facilitator, the teacher's role in the implementation of P5 is very relevant. Excellent project discussions with peers also improved learners' performance. The main objective of P5 is to develop learners' skills in creating projects that fit the Pancasila Learner Profile (Mery et al., 2022). In the context of differentiated learning, P5 allows learners to develop their potential according to their individual interests and learning profiles.Through a differentiated approach, teachers can coordinate individual differences and teach according to curriculum needs (Sutaga, 2022).

Problem Statement

The Merdeka Curriculum places freedom and variety in learning as the main focus. (Rambung et al., 2023). In Merdeka Curriculum, students are given the freedom to

express themselves and explore their interests and talents. The teacher, in turn, provides brief guidance on the subject matter. The concept of "freedom" in this curriculum emphasizes autonomy and flexibility in the teaching and learning process (Rawi et al., 2023).

The main objective of the Merdeka Curriculum program is to revitalize education by incorporating important elements such as project-based learning, soft skills development, and character aligned with Pancasila values.In addition, the structure of this curriculum is designed to be flexible and focused on learning materials (Nasution, 2022). However, in reality, many teachers still do not fully understand the implementation of P5 in the independent curriculum.

A differentiated approach can be used by teachers in implementing P5 activities to meet the curriculum objectives. In the process, students are given the freedom to explore various materials according to their interests and learning styles (Arrohman & Lestari, 2023). The teacher's role focuses more on being a facilitator and advisor, providing brief guidance on the content of the lesson. In addition, teachers also monitor students' development holistically to adjust learning according to their needs.Therefore, the differentiated approach strengthens independent curriculum learning by giving students freedom and autonomy and integrating aspects of character development and soft skills (Kaka, 2022).

Objective

This research aims to, among others:

1. Analyze the application of Differentiated Learning in P5 activities in the digital era.
2. Analyze the problems that arise in the implementation of P5 through the Merdeka curriculum
3. Provide recommendations for solutions that can be taken for the successful implementation of P5

Definition of Key Terms

- **Pancasila Student Profile Strengthening Project (P5)**

  The Pancasila Learner Profile Strengthening Project (P5) is an integral part of Merdeka Curriculum that aims to develop students' character and competencies in accordance with Pancasila values. P5 is designed to provide students with in-depth learning experiences through projects based on important and relevant issues, strengthening their character and competencies. This is a strategic effort to achieve the established graduation competency standards, preparing students to become individuals with high integrity and abilities that are in accordance with the demands of the times (Kholidah et al., 2022).

- **Differentiated Learning**

  Differentiated Learning is a teaching method designed to accommodate the uniqueness of each learner, by adjusting the way material is taught to suit their various learning styles, interests and abilities. It emphasizes the importance of teachers working together to identify and respond to students' individual needs, using a variety of teaching techniques and materials to ensure that each student can learn effectively and reach their full potential (Sutaga, 2022).

- **The digital age**

  The digital era is an era where technological developments in the form of digital systems have facilitated all aspects of human life (Ma'rufah, 2022). It is characterized by the transition from analog to digital technology, enabling faster and more efficient information exchange and wider access to knowledge (Zhang & Nunamaker, 2003).

- **Merdeka Curriculum**

  Merdeka curriculum is a policy program adopted by the ministry of education and culture, research, and technology with the essence of independence of thinking owned by teachers before carrying out the learning process to their students. (Qomariyah & Maghfiroh, 2022)

LITERATURE REVIEW

(Projek Penguatan Profil Pelajar Pancasila) P5 activity

The Pancasila Learner Profile Strengthening Project (P5) is an integral part of the Merdeka Curriculum which aims to develop students' characters and competencies in accordance with Pancasila values (Aditya et al., 2023). P5 aims to strengthen the character of the Pancasila Learner Profile in each learner through project-based learning (Muktamar et al., 2024).

P5 comes as a response to the understanding that education should be closely related to everyday life, which is also in line with Ki Hajar Dewantara's philosophy that emphasizes the importance of direct experience in learning. P5 provides a platform for students to learn, observe, and think of solutions to problems in the surrounding environment (Ulandari & Rapita, 2023).

Through P5, learners are encouraged to continue to contribute to the surrounding environment, become lifelong learners, competent, intelligent, and have character in accordance with the Pancasila Learner Profile. Therefore, the implementation of P5 in every school needs to be realized (Hamzah et al., 2022).

Differentiated Learning

Differentiation is essentially a way of thinking about teaching and learning (Tomlinson, 2001). Differentiated learning is learning that accommodates, serves, and recognizes student diversity in learning according to student readiness, interests, and learning preferences (Marlina, 2020).

Differentiated learning is able to help students achieve optimal learning outcomes, because the product to be produced is according to their interests (Herwina, 2021). Research conducted by (Haelermans, 2022) states differentiation is able to produce student performance according to instructions and without instructions from teachers. In addition, the findings from the teacher questionnaire provide a positive effect of the differentiation found, and have implications for teacher education programs and in-service training.

The digital age

The digital era is a time when humans rely on digital media to obtain information or establish communication rather than using other media, as a result, the near sometimes becomes far away and the far becomes closer (Hidayati & Haryati, 2023). The digital era provides many opportunities for the world of education to make various changes for the better.

Education in the digital era emphasizes aspects of learning independence with the help of technology to find solutions, solve problems, and innovate (Hariyadi et al., 2023). In research (Hussin, 2018) explained that there are nine trends in education in the digital era, including:

1. flexible without being limited by time and space.
2. Individualized learning by utilizing digital media.
3. Learners are given the choice to determine how they learn.
4. Project-based learning.
5. Field experiences such as internship programs.
6. Data interpretation. Learners are required to have the ability to apply theoretical knowledge to numbers, and use their skills to draw conclusions based on logic and data trends.
7. Multiple assessments. Measuring learners' abilities through question and answer is not enough, so it must be supplemented with various other forms of assessment.
8. Involving learners in curriculum design. Their input is taken into consideration in updating the curriculum for the better.
9. Mentoring or providing assistance to learners to build learning independence.

Merdeka Curriculum

One of the changes promoted in the policy of restoring the quality of education is in the curriculum category. Merdeka Curriculum is a curriculum with diverse

intracurricular learning where content will be optimized so that learners have enough time to explore concepts and strengthen competencies (Purnawanto, 2022). Students can express themselves freely thanks to Merdeka Curriculum, and teachers only need to provide brief advice on the content of the lessons.

The Merdeka Curriculum aims to create a more enjoyable education for learners and teachers. (Purnawanto, 2022). So far, education in Indonesia has emphasized the knowledge aspect. Meanwhile, the Merdeka Curriculum wants to emphasize Indonesian education on the development of skills and character aspects in accordance with the values of the Indonesian nation (Darlis et al., 2022).

Aisyah and Astuti (2021) highlighted that the Merdeka Curriculum has been successfully adopted by pioneer schools in the initial implementation phase. Progressively, this curriculum has undergone adaptations and modifications to be more synchronized with Indonesian cultural nuances. And now the independent curriculum has been planned as a national curriculum. The merdeka curriculum addresses Indonesia's challenge of integrating technology in its education system, while maintaining national values and preparing students for the ever-changing global world.

Related Research

In the Digital Age, research in the field of educational technology will continue to develop and contribute to the development of educational education. The following is research that is relevant to the study of Analysis of P5 Activities as an Implementation of Differentiated Learning in the Digital Age Merdeka Curriculum at SMA Muhammadiyah 11 Jakarta and contributes theoretically and practically to science in improving the development of Indonesian education in the digital era. The research also provides direction for future researchers in the definition, measurement, and development in the field of study of the implementation of the P5 Merdeka curriculum in improving educational development.

Table 2.1 Development of studies on the Analysis of P5 Activities as an Implementation of Differentiated Learning in the Digital Age Merdeka Curriculum

No	Title	Research Method	Results	Country, Year
1	Education Transformation: Exploring the Implementation of the P5 Project to Shape Student Character	Qualitative descriptive method and literature study as data collection techniques.	The implementation of P5 in the Merdeka curriculum can shape students' character and character in accordance with the expected competency standards.	Indonesia, 2024
2	Analysis of P5-based Differentiated Learning in IPAS Subjects for Grade IV Elementary School	Data analysis is inductive/qualitative. Data collection techniques in this research consist of observation, interviews, questionnaires and documentation	Based on the results of the analysis, it can be concluded that P5-based differentiated learning in IPAS learning class IV SD Negeri 222 Palembang is categorized as good. By implementing an independent curriculum in IPAS subjects can improve students' academics and character.	Indonesia, 2023
3	Implementation of Differentiated Learning in Intracurricular, Co-Curricular/P5 and Extracurricular Activities with	Qualitative research with phenomenological methods. Data management techniques by means of validity testing and data triagulation both	From the application of the Vianestik Strategy, it is concluded that differentiated learning at SDN Margorejo I/403 Surabaya can be carried out well when there is support from schools, teachers, students, parents, as well as infrastructure that supports learning.	Indonesia, 2023

	Vianestik Strategy	from time, place and subject.		
4	Implementation of the Pancasila Student Profile Strengthening Project in SMA Kategori Mandiri at Bandar Lampung City, Indonesia	This study used a qualitative approach with a case study method, intended to identify objective and in-depth conditions of course the focus of the study	The results of this study illustrate that in the implementation of the independent curriculum, there are misconceptions in the implementation of the Pancasila Learner Profile Strengthening Project in schools with independent category changes, one of which is the independent category school changes, including project activities fixated on existing teaching material activities, not adjusting the conditions of the school environment, project activities are still dominant with strengthening concepts/knowledge, and oriented to products not the process of strengthening the internalization of Pancasila Learner Profile values.	Indonesia, 2022
5	The Implementation of Differentiated Instruction Strategy in P5 Learning at SMK Negeri 1 Jambi	The method used is a qualitative method with a descriptive approach.	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	Indonesia, 2023

			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.	
6	Curriculum in the digital age : Intensifying the work of teachers , the remix Curriculum in the digital age : Intensifying the work of	interview data is used to describe the process teachers engage in when using the TOMI: Identifying, Remixing and Teaching, Reflecting, and Reviewing.	We trouble these findings, considering teachers' labor practices as examples of unpaid, casual digital labor in light of efforts to defund public education. We argue for structural shifts in pub- lic education that allow teachers more time and space for pro- ductive, creative, and fulfilling work remixing their curriculum and collaborating with colleagues in the digital space.	United State of America, 2024
7	The Effect of Technology-Oriented Differentiated Instruction on Motivation to learn Science	This research uses a pseudo-experimental approach. The sample was selected by the intentional method	The results showed the effectiveness of technology-oriented differentiated teaching in motivating students to learn science with significant differences compared to traditional teaching.	Yordania, 2023

Source: Processed by researchers, 2024 from various sources (Google Scholar, research gater, Sciencedirect etc.)

METHODOLOGY

This study aims to describe student engagement in post-pandemic face-to-face learning in economics at SMA Muhammadiyah 11 Jakarta. The research method used in this study is qualitative. Qualitative research is a study that examines an activity, the quality of relationships, situations, and/or various materials (Adlini et al., 2022). The research analysis and development technique uses literature studies from various sources including google scholar, sibta, science direct, research gate and other web search paper research. The data obtained was reviewed through validity testing through expert testing, and reliability testing through data triangulation. Data triangulation is a multi-method approach taken by a researcher when collecting and analyzing data (Alfansyur & Mariyani, 2020). Subsequently, the literature was compiled to build the proposed study model. This method makes it possible to describe phenomena using descriptive words.

DATA ANALYSIS

In the data collection process, the researcher asked questions to the P5 implementation coordinator of SMA Muhammadiyah 11 Jakarta and recorded the interview in writing. The interview data was then analyzed by coding the relevant information. The results of the analysis are presented in the next chapter as a contribution to understanding the implementation of P5 in differentiated learning in the independent curriculum of the digital era.

RESULTS

Based on the results of the survey through interviews, regarding the Implementation of the Pancasila Student Profile Strengthening Project (P5) at SMA Muhammadiyah 11 Jakarta, several important findings were obtained that illustrate how the program is implemented at school. The following are presented some of the question instruments in the data collection process:

No	Butir Pertanyaan
1	What is the Pancasila Learner Profile Strengthening Project?

2	What are the main objectives of implementing this project in Merdeka Curriculum?
3	What steps should schools take to initiate this project?
4	How are students involved in the Pancasila Learner Profile Strengthening Project?
5	What is the role of the teacher in the implementation of the Pancasila Learner Profile Strengthening Project?
6	How is the success of the Pancasila Learner Profile Strengthening Project assessed?
7	What criteria are used to evaluate the impact of this project on students?
8	What are the challenges that may be faced in implementing the Pancasila Learner Profile Reinforcement Project?
9	What solutions can be applied to overcome these challenges?
10	What competencies are expected to develop in students through the Pancasila Learner Profile Strengthening Project?
11	How is the Pancasila Learner Profile Strengthening Project integrated with other subjects in the Merdeka Curriculum?
12	Is there any special subject matter that supports the implementation of this project?
13	In the concept of differentiated learning in the Merdeka curriculum, how is the application of this differentiated concept carried out in the implementation of the Pancasila Student Profile Strengthening Project?
14	Is there an integration of the development of P5 implementation with the challenges faced in today's digital era?

data processed by researchers (2024)

The interview was conducted by interviewing the P5 project coordinator related to the process of implementing the Pancasila Learner Profile Strengthening Project activities.

he results of the interview show that the implementation of the Pancasila Student Profile Strengthening Project at SMA Muhammadiyah 11 Jakarta is going well. Most respondents understand that the Pancasila Learner Profile Strengthening

Project aims to develop Pancasila values in students. This project is seen as an effort to form students with Pancasila character through various activities that are carried out regularly. With this project, it is expected that students can better understand and apply the values of Pancasila in their daily lives.

In the interview results, it was also found that the implementation of the Pancasila Student Profile Strengthening Project at SMA Muhammadiyah 11 Jakarta requires several strategic steps. First of all, the school needs to analyze the needs and identify the characteristics of the students. This step is important to ensure that the project designed is in accordance with the needs and potential of students. Next, the school must form a project implementation team consisting of competent teachers who are highly committed to the success of the project. This team is responsible for developing the project plan, including determining the objectives, implementation methods and success indicators..

As facilitators and mentors, teachers are responsible for helping students understand the project objectives, facilitating the learning process, and directing students to achieve the desired results. The teacher also acts as a mentor who provides moral and technical support to students throughout the project implementation. The teacher's role is crucial in creating a conducive learning environment and supporting students to develop their potential to the fullest.

In addition, students are actively involved in every stage of project implementation, both individually and in groups. They are given the role to actively participate in the investigation and completion of projects related to the values of Pancasila. In the concept of differentiated learning applied in the Merdeka Curriculum, this project provides flexibility for students to choose project materials that suit their interests and talents. The application of this concept is carried out by mapping students' interests in projects and giving them choices in choosing project materials. Thus, students can develop projects that are not only relevant to the curriculum but also interesting and meaningful to them.

In the research conducted, it was also found that the digital era provides open access to information that can be used by students in the presentation of their work. Digital technology allows students to access wider and more diverse sources

of information, as well as present the results of their projects in more creative and interesting ways. In addition, the digital era also requires students to develop digital literacy skills that are essential for their future.

The success of this project depends not only on the role of teachers and students, but also on support from various parties, including schools, parents and the government. Therefore, close collaboration between all relevant parties is essential to ensure that the Pancasila Learner Profile Strengthening Project can optimally achieve its goals. Thus, this project can not only improve the quality of education, but also shape the young generation of Indonesia who are characterized by Pancasila, ready to face global challenges, and contribute positively to society.

DISCUSSION

The results of interviews and observations regarding the implementation of the Pancasila Student Profile Strengthening Project (P5) in the Merdeka Curriculum show that teachers and coordinators understand the importance of this project to develop Pancasila values in students. The active involvement of students in each stage of the project, in accordance with the principles of student-centered learning in the Merdeka Curriculum, has succeeded in increasing their participation and critical thinking skills, collaboration, and creativity. The role of teachers as facilitators and mentors is very important, because they not only direct and assist students, but also create a supportive learning environment. For this reason, training and professional development for teachers is needed so that they can carry out this role optimally. The integration of P5 projects with other subjects helps students see the link between theory and practice, thus improving understanding of complex concepts and the relevance of learning.

The challenges of the digital age are also faced in the implementation of this project. Digital technology provides broad access to information and facilitates creative presentation of project results, but the limitations of technological infrastructure and the need for adequate digital literacy for teachers and students need to be addressed. Support from the government and related parties is needed to provide adequate technology facilities and digital literacy training. Overall, the Pancasila Student Profile Strengthening Project has great potential to improve the quality of education and shape the character of students in accordance with the values of Pancasila. Support and collaboration from various parties, including teachers, students, parents, schools, and government, are essential to achieve optimal results. With close collaboration, Project P5 can be an effective educational model in shaping young Indonesians who are characterized, critical, and ready to face global challenges, and contribute positively to society.

CONCLUSION, IMPLICATION, AND RECOMMENDATION

The survey results show that the Implementation of the Project on Strengthening the Pancasila Learner Profile (P5) in the Independent Curriculum at SMA Muhammadiyah 11 Jakarta has successfully increased students' understanding and engagement in Pancasila values. The implication is that this project has great potential to improve the quality of education and shape the character of students in accordance with the values of Pancasila. However, the challenges of the digital era such as limited technological infrastructure and adequate digital literacy need to be addressed with the support of the government and related parties. Suggested recommendations include training and professional development for teachers, provision of adequate technology facilities, and close collaboration between all relevant parties. With these steps, Project P5 can be an effective educational model in shaping young people with character, critical thinking, ready to face global challenges, and contribute positively to society.

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