Analysis of P5 Activities as an Application of Differentiated Learning in the Digital Era of Independent Curriculum at SMA Negeri 3 Sungai Penuh

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Abstract: This study aims to analyse P5 activities based on several indicators as an application of differentiated learning in digital era of Merdeka Curriculum at SMA Negeri 3 Sungai Penuh. This research uses a qualitative approach with descriptive research. The research subjects were 6 resource persons consisting of the vice principal for curriculum, the facilitator teacher of P5 activities and four students as actors of P5 activities who were taken using purposive sampling technique. The research data comes from observations and interviews which are then analysed using the Miles and Huberman model, this data is called primary data. The objectives of this study are 1) To analyse P5 activities that have been implemented at SMA Negeri 3 Sungai Penuh 2) To analyse the application of differentiated learning in SMA Negeri 3 Sungai Penuh 3) To analyse the impact of P5 activities as a form of differentiated learning on the digital era of Merdeka Curriculum that conducted as a form of differentiated learning on the Merdeka curriculum has a positive impact on the development of students.

1 INTRODUCTION

The implementation of the independent curriculum is expected to be able to achieve the objectives of competence and be able to deliver students to overcome the challenges of the times in the current digital era. As technology, is part of science that always experiences unlimited development and affect all fields. This can be seen in all areas of human needs, such as clothing, food, and even administration which of course can be fulfilled or conducted by technology. So with the development of technology that brings new innovations, this is a form of the result that society has entered the digital era. 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). The form of the aspect of life that is bound from digitalization is education. This can be seen in the application of learning systems in the digital era that all use technology, such as administration, curriculum, methods, and learning media (Ma'rufah, 2022).

In order for the education system to achieve quality in today's digital era, there are changes in the curriculum from time to time to equalize with the demands of the times, as we know that the curriculum in Indonesia has changed many times. Changes in this curriculum are inevitable. Recently, Indonesia is undergoing a curriculum change called the independent curriculum, although it has not changed from all levels in the education unit. This curriculum change is also motivated by the COVID-19 pandemic, as we know when the pandemic is threatening, learning is also conducted online, so the government prioritizes the recovery of the education situation in various ways, so that learning is still implemented. The form of effort made by the government is to create a new learning paradigm.

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The transformation of education through this new paradigm is expected to transform the quality of education in Indonesia to achieve better educational goals. Minister of Education and Culture Nadiem Makarim said that changes in education reform policies in Indonesia cannot occur without changes from schools. One of these important changes is the emergence of independent curriculum. Adhering to the concept of independent learning, the independent curriculum encourages learning according to the interests, learning styles, and abilities of students, and provides wider space for the development of students' character and basic skills (Saputra et al., 2022).

The independent curriculum, which has begun to be introduced to education units with gradual implementation, also emphasizes the development of the Pancasila learning profile known as P5 and is based on competencies that are not limited to content (Kholidah et al., 2022). The distinctive feature of Merdeka curriculum is designing a project to strengthen the character of students, so that they are able to achieve the highest happiness in getting learning.

According to the guidelines for the development of the Pancasila Student Profile Strengthening Project prepared by the Education Standards, Curriculum and Assessment Agency (2022), the Pancasila Student Profile aims to answer the big question for students, namely what kind of profile (competence) the Indonesian education system wants to produce. In connection with that, the Pancasila Student Profile has a competency design that complements the focus on cultivating character in accordance with the values of Pancasila to achieve the competency standards of graduates at all levels of the Education unit. At SMA N 3 Sungai Penuh school has implemented independent curriculum in class X, class XI and XII still apply the 2013 national curriculum, class X in independent curriculum is called phase E.

P5 activities are a form of opportunity given to students to gain knowledge as a process of character building, learning opportunities from the environment and creating responsible learners. In this P5 activity, learners have the opportunity to explore important issues or topics such as climate change, counter radicalism, mental health, culture, entrepreneurship, technology and democratic life so that learners can take concrete actions to answer these issues according to their level and learning needs. P5 is expected to inspire learners to contribute to the surrounding environment (Education Standards, Curriculum and Assessment Agency, 2022).

In P5 activities, students are given freedom so that they can determine the interests and talents that already exist in the students themselves, through the projects they develop, this is also a form of developing their potential by the students themselves, as for the form of teacher involvement, namely as a facilitator, the teacher only guides students and does not demand students.

P5 activities can be called the application of differentiated learning because in these P5 activities learners can develop their skills to increase learners' interest. P5 activities also improve learners' performance when they discuss outstanding projects with their peers. The purpose of P5 is to develop learners' skills to create projects that are related to the Pancasila Student Profile (Saraswati et al., 2022).

Differentiated learning is learning that accommodates students' learning needs. Teachers facilitate students according to their needs, because each student has different characteristics, so they cannot be given the same treatment. This can be seen from the learning styles possessed by students, as educators or teachers should not ignore the characteristics of students in the classroom, then collaborate and coordinate each of these differences by using the right strategy (Sutaga, 2022). The theme applied by SMA N 3 Sungai Penuh is a sustainable lifestyle "carbon footprint, our footprint on earth". As here students are given freedom in making projects with the theme of carbon footprints, students are given freedom in expressing or creativity that they do.

The freedom given to students in making projects with predetermined themes is a form of implementing differentiated learning in Merdeka curriculum, namely the implementation of P5 conducted by schools because P5 activities can provide more meaningful experiences and learning processes to students and differentiated learning is learning that gives freedom to students to increase their potential according to their willingness, interests and learning profiles. Differentiated learning does not only focus on the product, but also on the process and content of learning so that it is in line with P5 activities that allow learners to be able to explore their knowledge independently. Through the implementation of differentiated learning, teachers can also conduct learning in accordance with the needs of the curriculum and are considered as teachers who can develop their abilities to fulfill their duties professionally. (Sutaga, 2022).

Based on this description, the purpose of this research is to find out how P5 activities have been implemented by schools as a form of differentiated learning in Merdeka curriculum of the current digital era and how it impacts students at SMA N 3 Sungai Penuh.

2 METHODS

This research uses a qualitative approach with a qualitative descriptive research type. The description of the analysis of P5 activities as an application of differentiated learning in the independent curriculum of the digital era is explained based on the results of data collection in the field, precisely at SMA Negeri 3 Sungai Penuh using interview and observation techniques. The subjects of this research consisted of the vice principal for curriculum, the P5 activity facilitator teacher and students who conduct P5 activities. The research subjects were taken using Purposive Sampling technique by considering the relationship between the research objectives and the research subjects. The data sources used in this study are the results of interviews with research subjects and supporting data sources in the form of articles and journals. The data analysis technique used is the Milles and Huberman model in (Rijali, 2018) which describes the analysis process starting from data collection, data reduction, data presentation, and conclusion drawing or verification.

3 RESULTS AND DISCUSSION

SMA Negeri 3 Sungai Penuh is located in Sri Menati Village, Koto Baru District, Sungai Penuh City, is a school that has implemented a Merdeka curriculum in class X, and at SMA N 3 there are currently 6 teachers who are taking part in the Education of activist teachers. The independent curriculum is a form of change made to the curriculum that gives students freedom in learning to develop the potential they have. This research is conducted on the analysis of the Pancasila Student Profile Strengthening Project or P5 activities starting from the preparation of the school ecosystem to implement activities, design and manage the implementation of activities, as well as process assessments, project reports, evaluations and follow-up plans for P5 activities at SMA Negeri 3 Sungai Penuh. In addition, this research is also related to the application of differentiated learning in Merdeka curriculum of the digital era by facilitator teachers to students who conduct P5 activities. This activity starts from the teacher's understanding of student's development, identifying ways of learning and student interests and the right strategy for grouping students according to the student profile, as well as the impact of P5 activities as an application of differentiated learning in the digital era of independent curriculum.

The interviewees in this study were: Head of school, deputy curricular, and 6 teachers who teach in class X and 3 class X students.

3.1 Project Activities Strengthening the Profile of Pancasila Students (P5)

Based on the results of interviews that the researchers have conducted with the deputy principal for curriculum, activity facilitator teachers and students, it is found that the readiness of the school ecosystem in conducting P5 activities is quite ready because SMA Negeri 3 Sungai Penuh has implemented learning using the Merdeka Curriculum and SMA Negeri 3 Sungai Penuh is included in the category of Independent Changing IKM schools which in terms of digitalization have utilized the independent teaching platform provided by the ministry. The beginning of the implementation of Merdeka Curriculum at SMA Negeri 3 Sungai Penuh was due to the policy of the Jambi Provincial Government through the Education Office which suggested the implementation of Merdeka curriculum in schools assisted by the Education Office on the grounds that if in 2024 the Merdeka curriculum was required to be implemented as a whole, then SMA Negeri 3 Sungai Penuh would have no difficulty implementing it.

P5 activities in its implementation require proper planning, systems, project design and management. SMA Negeri 3 Sungai Penuh is good enough in preparing the P5 activity plan so that activities can run smoothly. This cannot be separated from the existence of a system that supports the implementation of school-owned project-based learning for the implementation of independent curriculum for the digital era through the P5 project. The support system consists of the school curriculum team, project coordinator team and facilitator team who work together to realize Merdeka Learning at SMA Negeri 3 Sungai Penuh. Based on the results of the interview, the planning stage of the P5 project at SMA Negeri 3 Sungai Penuh starts from the workshop first, namely in the form of a teacher council meeting with the academic field, especially the curriculum section. At the meeting, the independent curriculum and P5 activities were

introduced to teachers at SMA Negeri 3 Sungai Penuh starting from what P5 is in independent curriculum, what it looks like and how to implement it. After the introductory stage, then continued with the workshop for making the teaching module. Teaching modules for P5 at SMA Negeri 3 Sungai Penuh were made by several groups of teachers. The teaching modules are compiled by adapting from examples of modules belonging to the ministry that have been provided on the independent teaching platform. Thus, teachers are also required to keep up with the times which are currently all things digital by utilizing the teaching platform. After the workshop on the teaching module, a meeting was held again to determine what theme would be used in the first semester for P5 activities for class X in the 2022/2023 school year. SMA Negeri 3 Sungai Penuh has implemented two themes from a total of seven general themes provided by the Ministry of Education, Culture, Research and Technology. The two themes that have been implemented are the Sustainable Lifestyle theme and the Local Wisdom theme. These two themes are further divided into several sub-themes and later students will choose one sub-theme each that they are interested in to conduct their projects. Based on the results of the interview It can be concluded that for P5 activities, the implementation planning at SMA Negeri 3 Sungai Penuh is very good and conceptualized so that when the activity is implemented, it will run in accordance with the planning.

After planning, the next stage is the implementation and management of P5 activities. SMA Negeri 3 Sungai Penuh has implemented P5 activities for one semester. The implementation of P5 activities has gone very well as evidenced by the success of the exhibition event held by students to display the results of the projects they have made at the end of learning in the first semester. The implementation of P5 activities begins with determining the implementation pattern, the implementation pattern at SMA Negeri 3 Sungai Penuh uses a weekly block, to be precise, every Thursday and Saturday full schedule for P5 class X activities. Facilitator teachers will enter each class they teach and the first time they enter the class, students are presented with the main theme chosen by the school to conduct their project then students are asked to choose the sub-theme they are most interested in and they are free to choose what sub-theme to take for their project, after that the facilitator teacher will group those who choose the same sub-theme and make them one group for this P5 activity.

If in one class there is one sub-theme chosen by only one student, then the student will be combined with a friend in another class who also chooses the same theme. After determining the chosen sub-theme and group division, students are free to find more information related to the sub-theme they choose and then they plan what to do when this project is conducted. Learners can use any media to find information, it can be through books or using digitalization technology by utilizing the internet. In this process students will learn how the Pancasila Student Profile is implemented. In the process, students need to go to the field to learn directly the theory or description that they have learned in the classroom before, this is where the importance of partner involvement from outside the school. The involvement of partners for the development of the P5 project is also very helpful for the implementation of P5 activities because with partners from outside the school environment, students will gain more experience and learning from those who are competent in their fields. Students will also learn a lot about the sub-themes they choose themselves. For example, at SMA Negeri 3 Sungai Penuh on the theme of Local Wisdom, groups of learners who take the sub-theme of local crafts can choose what crafts they want to master and understand more deeply, for example woven pandanus which is a processed local product from Sungai Penuh. Then they will start looking for information about pandanus weaving and start planning the project they want to do. The group of students can ask the facilitator teacher for permission to take them to one of the partners in the form of a pandanus weaving craft center to see firsthand how it is made so that they can learn it. It can be concluded that the implementation of this P5 activity is based on the wishes and interests of the students who conduct, no interference from the school or the facilitator teacher because the school only facilitates and gives permission for its implementation so that the activities conducted also become fun for students.

Furthermore, students will be asked to report the results of the P5 activities that they have conducted for three months for one project theme. The P5 activity report can be in the form of a paper on what results they get while conducting the project or in the form of an exhibition held to display the work they made during the implementation of P5 activities. Based on the results of interviews and observations, projects made by students at SMA Negeri 3 Sungai Penuh are then displayed in the form of exhibitions for the second theme, namely local wisdom from each sub-theme chosen by students such as the arts,

students perform traditional dances, sing folk songs, madihin and so on. Then for local crafts, students display the results of the crafts they make or they get from P5 activities such as hats, bags, cloths, tissue holders and other crafts. For the traditional dance sub-theme, learners performed traditional dances such as mai bugae dance, rangguk dance and yo yo dance. Furthermore, there are regional specialties that make lemang, chili suhin, geladi curry, jackfruit curry, and many regional specialties that they cook themselves and display at the exhibition. Then for those who took the sub-theme of tourist attractions, they introduced the tours in the Sungai Penuh area and reported what the obstacles were at the tourist attractions. The results of this exhibition were then given an assessment by the facilitating teacher and included in the project report card.

Furthermore, assessment and evaluation as well as follow-up plans for P5 activities. In the implementation of P5 activities at SMA Negeri 3 Sungai Penuh, there are several obstacles during the process, starting from the difficulty of organizing students so that they can remain active in running P5 activities, another obstacle is related to P5 activity funds which are still using students' personal funds when they want to visit project partners from the theme taken.

Furthermore, the main obstacle during the project implementation process is the habituation that must be conducted by educators and students because this P5 activity is new and needs habituation from the school to be implemented properly. Sometimes, during the activity, educators should supervise and guide all day on the project day but it does not go well because there is certainly a sense of boredom when all day must supervise students whose behavior and attitudes are difficult to understand as well as students, they will get bored if they have to work on the project for one day, therefore the school makes a strategy so that educators and students are not focused on the project being conducted alone. The school held scouting activities for students to increase the strengthening of the Pancasila Student Profile. The assessment or assessment conducted in this P5 activity is conducted

Assessment by the facilitator teacher in the form of a special assessment for each student who conducts P5 activities is not only an assessment of the work, but each individual child is assessed for their attitude and behavior. The assessment is conducted every time the facilitator teacher enters the class for the implementation of P5 activities. The facilitator teacher must remember each student because each child has its own assessment, such as

craftsmanship, participation in cooperation, discussion and expressing opinions, attitude and behavior, all of which are assessed and will later be included in the Merdeka curriculum report card. In addition, assessment and evaluation are also conducted from the results of the exhibition work that has been implemented by class X students at SMA Negeri 3 Sungai Penuh. Not only from teachers who assess students' work, but guests who come to see the exhibition can also provide an assessment of their work.

Based on the results of interviews with the Vice Principal for Academic Affairs and the Facilitator Teacher, the follow-up plan after the implementation of P5 activities at SMA Negeri 3 Sungai Penuh for one semester is criticism and input from teachers and guests who come during exhibition activities at SMA Negeri 3 Sungai Penuh will be followed up by the school so that the implementation of P5 activities will be even better in the future, especially in activities that will be held in the second semester with the theme of entrepreneurship. In addition, it is hoped that this activity can continue to run well and get better and the school tries to be even more prepared in the implementation of this P5 activity and the next plan is not only in the form of an exhibition of works that are held, the school must hold even bigger activities and invite more guests, be it partners outside the school or other guests.

So it can be concluded, the activities of the Pancasila Student Profile Strengthening Project at SMA Negeri 3 Sungai Penuh starting from activity planning, implementation and management of activities as well as assessment, evaluation and follow-up plans for further activities run very well and are structured.

3.2 Implementation of Differentiated Learning in the Digital Era Merdeka Curriculum

Based on the results of interviews that have been conducted by researchers with one of the facilitator teachers and students, the results found that differentiated learning is one of the learning that emphasizes action and real projects conducted by students who have different abilities and brain capacity but each student is able to do it.

Understanding the stage of learning development of students needs to be done by every educator because by understanding how their learning development is, the teacher can determine the next step for each student. If there is a student whose learning development stage is slow, then the teacher

as an educator must be able to find ways to make the student still able to follow the learning even though the development is slow.

Identifying learners' learning preferences and interests also needs to be done because knowing how students preferred learning will help teachers in making learning methods that are fun and it will also be easier for students to receive learning materials. Based on the results of interviews with several students at SMA Negeri 3 Sungai Penuh, they tend to prefer learning that uses problem-based learning and project-based learning methods because students understand learning better if given real examples through life problems that occur. In addition, with project-based learning, students are also more able to explore the learning themselves.

Grouping strategies based on student profiles also need to be understood by the teacher as an educator. This is because each student must have differences based on their profile, therefore grouping is necessary so that the learning activity program can be implemented properly by the educator. Based on the results of interviews with the facilitator teacher of P5 activities, it was found that the method used by educators to group students is by adjusting the interests and learning styles of students. For P5 activities themselves, students are free to choose what themes they are interested in and they like to do their projects. It can be concluded that differentiated learning has been well implemented at SMA Negeri 3 Sungai Penuh through the implementation of P5 activities and the use of learning methods that adjust the interests and learning development of students and the implementation of learning in favor of students.

3.3 The Impact of P5 Activities as a Form of Differentiated Learning in the Digital Era of Independent Curriculum

Based on the results of interviews with the deputy principal for academic affairs, facilitator teachers and students, it was found that the impact of P5 activities on student learning was first regarding the attitudes and behavior of students who became more aware of the cleanliness of their environment, although measuring attitudes cannot be done just from looking at one or two months, it is hoped that attitudes and behaviors like this can be sustainable. Compared to before the implementation of P5 activities with the theme of sustainable lifestyles, students were not so concerned with the surrounding environment.In addition, when implementing P5 activities with the

theme of local wisdom, the impact is that students are more familiar with the culture of their region. As a form of differentiated learning, the most felt impact is that students learn to be more independent and how far they can make their own decisions. In addition, from the perception of the students themselves, they felt that with this P5 activity, they became more confident, independent and creative in making a work that could be displayed at the exhibition at SMA Negeri 3 Sungai Penuh. It can be concluded that the P5 activities implemented at SMA Negeri 3 Sungai Penuh have a positive impact and get good results.

The findings of observations and interviews on the impact that occurred after the implementation of P5 activities as a form of differentiated learning were positive because students could follow each learning activity well and the implementation of P5 activities was welcomed by students. This is supported by (Wahyuningsari et al., 2022) that the application of differentiated learning has an impact on each learner who has a variety of unique characteristics feels welcomed and valued, teachers as educators teach for the development and success of students, students also feel their learning needs are met and facilitated, and differentiated learning through P5 activities can be said to be a real form of justice in the treatment of learning because students get the same learning opportunities without being differentiated, besides that there will be collaboration between students and educators.

4 CONCLUSIONS

Based on the results of the research and discussion, it can be concluded that the P5 activities that have been implemented are one of the applications of differentiated learning in independent curriculum. P5 activities aim to improve students' skills and knowledge by producing a project whose theme is related to the Pancasila Student Profile. P5 activities in this study starting from planning activities, implementing and managing activities as well as assessing, evaluating and follow-up plans for further activities run very well and are structured.

Differentiated learning is one way or strategy that educators can use to meet the needs of each learner. Differentiated learning is a learning process for students to learn material according to their abilities, students' interests, and their individual needs so that students during the learning process do not feel failed or frustrated. Differentiated learning can be

implemented with the support of current digital technology that makes it easier for teachers as educators to design and plan interesting learning for students. Based on the results of the research conducted, differentiated learning has been implemented well. Based on the data that has been obtained, it can be concluded that differentiated learning has a positive impact on the P5 activities implemented because the activities are welcomed by students with not many obstacles that occur. P5 activities also run very smoothly starting from the planning, implementation, assessment and evaluation stages as well as follow-up plans for the next P5 activities. Suggestions for schools to continue to innovate and continue to implement activities that are able to develop the potential of students according to their interests and talents and be able to implement them well so as to create students with the Pancasila Student Profile. In addition, it is hoped that the school will implement digitialized-based learning so that the implementation of learning becomes more effective for educators and students.

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