



Management of Differentiated Instruction for Actualizing the Pancasila Student Profile in Indonesian Islamic Primary Schools

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Abstract

This study aims to analyze and describe the implementation of differentiated learning at MI Darul Ulum 02 in Kudus and at MI Rodlotus Syubban in Pati within the framework of the Independent Curriculum. A qualitative field study with a multi-case design was conducted to collect data through interviews, documentation, and observation. The data were analyzed using multi-case analysis, beginning with an analysis of each case individually and then synthesizing the cases to identify patterns and distinctions. The findings reveal that differentiated learning at both madrasahs not only accommodates students' diverse needs but also cultivates the Pancasila Student Profile through contextual learning. Differentiation is implemented through three dimensions—content, process, and product—supported by creating an inclusive and ethical learning environment, developing students' personal and social competencies, and conducting diagnostic assessments for each subject. Practically, the study provides madrasah teachers with insight for designing and managing differentiated learning aligned with the Independent Curriculum. From a scientific perspective, this research contributes a contextual model of differentiated instruction in Islamic elementary schools by integrating national curriculum values with Islamic educational principles.

Keywords: Differentiated Instruction; Merdeka Belajar Curriculum; Pancasila Student Profile; Madrasah Ibtidaiyah

A. INTRODUCTION

Education is a fundamental pillar in developing superior human resources capable of facing the challenges of globalization. Education is a deliberate and systematic effort that aims to transfer knowledge and shape individuals holistically — intellectually, emotionally, socially, and spiritually — so they can become productive citizens of their society and nation (Melsanda, 2025). In the current era of rapid global change, educational institutions must adapt their learning systems to produce graduates who are academically competent and of good moral character (Widyawati, 2023). Consequently, curriculum reform has become an essential strategy to ensure learning processes remain relevant to 21st-century skills and the national vision for character development (Faiz et al., 2022). In Indonesia, the implementation of the Merdeka Belajar Curriculum marks a shift in the educational paradigm from a teacher-centered to student-centered approach to learning. The curriculum emphasizes flexibility, contextualization, and innovation to accommodate students' diverse potential and learning needs (Umi Hanik & Noor Agustin, 2024). The Pancasila Student Profile is the cornerstone of character education within this policy, promoting six main dimensions: faith and devotion to God Almighty, noble character, global diversity, cooperation, independence, critical thinking, and creativity (Rusnaini et al., 2021). These dimensions are not mere theoretical ideals, but rather, they must be internalized through meaningful learning experiences that develop moral and intellectual capacities. One pedagogical approach that is strongly aligned with the goals of the Merdeka Belajar Curriculum and the Pancasila Student Profile is differentiated instruction. The differentiation approach in education is founded on the belief that every student has unique learning needs, interests, and abilities. It acknowledges that a one-size-fits-all teaching method is ineffective for reaching all students and maximizing their learning potential. Instead, differentiation aims to tailor instruction to meet the diverse needs of learners within a classroom (Goyibova et al., 2025). It is a well-known approach in education and prevalent in most education systems (Lavania & Nor, 2020). This approach enables teachers to design learning experiences that respond to students' readiness, interests, and learning profiles (Natalia et al., 2023), ensuring successful learning outcomes for all students in a diverse, and inclusive classroom (Pozas et al., 2020).

Research has shown that differentiated learning enhances student engagement, motivation, and higher-order thinking skills (Wulandari, 2022; Astria et al., 2023). The impact on student outcomes can be evaluated through academic

achievement and motivational and affective characteristics (Ziernwald et al., 2022). In the context of a Madrasah, this approach provides an opportunity to integrate Islamic values into the learning process. This ensures that character and spiritual development complement academic achievement (Hanik & Laili, 2024). However, despite its strong conceptual relevance, the practical implementation of differentiated learning in Madrasah Ibtidaiyah is limited. It is often constrained by teachers' pedagogical readiness, a lack of resources, and minimal integration with Islamic educational principles (Siringo Ringo, 2025). Several studies have demonstrated the advantages of differentiated learning compared to traditional instructional approaches. For instance, Bayu Kurniawan et al. (2025) discovered that differentiated learning significantly improved elementary school students' mathematics learning outcomes. Aguhayon, Tingson, and Pentang (2023) conducted a quasi-experimental study comparing differentiated learning with traditional instruction and found significant enhancements in students' performance. Similarly, Roslina et al. (2024) reported that differentiated learning positively impacted scientific literacy among elementary students. Furthermore, research interest in differentiated learning has notably increased in recent years (Utami et al., 2024). However, most of these studies were conducted in general schools. Research exploring the implementation of differentiation in Madrasah Ibtidaiyah, particularly those integrating Islamic values with the Pancasila Student Profile, remains limited. Madrasah Ibtidaiyah have unique characteristics in their vision, mission, and curriculum, combining general and religious education. Thus, applying differentiation to these institutions requires specific adaptations. Additionally, the diverse social, cultural, and academic backgrounds of students in madrasah settings require teachers to design inclusive and responsive learning experiences.

The contrast between the ideal—the necessity of differentiated instruction to realize the Pancasila Student Profile—and the reality—the limited and fragmented implementation within madrasahs—reveals a significant research gap. While previous studies have examined differentiated instruction and Islamic value integration separately, few have analyzed their synthesis in the context of character-based education at the elementary Madrasah level (Rohmah & Subekti, 2024; Sa'diyah, 2025). Therefore, a study investigating how to systematically design and manage differentiated learning to integrate Islamic values and foster the dimensions of the Pancasila Student Profile in Madrasah Ibtidaiyah is needed. While the concept of differentiated instruction has been widely studied in global educational contexts, its implementation in Indonesian Islamic primary schools, especially in relation to

the realization of the Pancasila Student Profile, remains under-researched. Most existing studies focus on general differentiated learning strategies, failing to integrate Islamic values, the cultural characteristics of madrasahs, or character formation objectives aligned with the dimensions of the Profile. Additionally, little research has examined how teachers can practically adapt the design and management of differentiated instruction in real classroom settings with diverse levels of readiness, interests, and learning styles. These findings highlight the necessity of developing a comprehensive, contextually relevant implementation model to effectively support the realization of the Pancasila Student Profile in Islamic primary education environments.

Based on the aforementioned conditions and the government's policy of implementing the Merdeka Belajar curriculum and strengthening the Pancasila Student Profile, this study aims to conduct an in-depth investigation entitled "Design and Management of Differentiated Instruction for Actualizing the Pancasila Student Profile in Indonesian Islamic Primary Schools." The purpose of this study is to identify and examine the design and management of differentiated instruction for realizing the Pancasila Student Profile in Madrasah Ibtidaiyah. This study contributes to Educational Management and Policy Studies literature by offering a conceptual and practical framework for strengthening the design of faith-based school curricula and aligning national education goals with local Islamic and cultural contexts.

B. RESEARCH AND METHODS

The research, entitled "Design and Management of Differentiated Instruction for Actualizing the Pancasila Student Profile in Indonesian Islamic Primary Schools," employed a qualitative, multi-case study design. This design follows the framework proposed by Robert K. Yin (2018) and facilitates a comparative analysis of multiple cases to reveal similarities and differences in the phenomena being studied. This study's analytical framework integrates Tomlinson's theory of differentiated instruction (Tomlinson, 2001; 2014) and Bush's educational management theory (Bush, 2011). Tomlinson's model provides guidance on how to differentiate content, processes, and products based on students' readiness, interests, and learning profiles. Bush's management theory offers an organizational perspective on how learning is planned, implemented, and evaluated within educational institutions. Synthesizing these frameworks enables the research to analyze pedagogical practices and the managerial processes that support differentiated instruction in madrasah contexts.

The research was conducted at two schools in Central Java, Indonesia: MI Darul Ulum 02 Kudus and MI Raudlotus Syubban Winong Pati. These sites were purposely selected based on three criteria. First, both sites have actively implemented the Merdeka Belajar curriculum. Second, both sites have integrated Islamic values within their instructional design. Third, they represent two distinct geographical and institutional contexts: urban and semi-rural. This allows for a cross-case comparison of differentiated learning practices. These criteria align with the principle of purposeful sampling, which maximizes learning from information-rich cases (Yin, 2018). The participants in this study were teachers and students from the two madrasahs. Data were collected through in-depth interviews, participant observations, and document analysis. Data analysis followed Yin's (2018) stages of qualitative case study analysis, including within-case and cross-case analyses. Within-case analysis involved identifying emerging themes and patterns specific to each madrasah. Cross-case analysis compared the two madrasahs' findings to reveal their convergent and divergent practices. Coding and theme development were conducted iteratively using Miles, Huberman, and Saldaña's (2014) interactive model of data condensation, display, and conclusion drawing. To ensure data validity, the research applied data source and method triangulation, member checking, prolonged engagement, and peer debriefing (Saparina & Effendi, 2024). The research procedure followed several stages: 1) pre-field stage: literature review, instrument development, and research permission; the fieldwork stage involved interviews, observations, and data recording at both madrasahs. The data analysis stage involved thematic coding and cross-case synthesis. The final stage was verification and reporting, which included validation, triangulation, and formulation of research findings.

C. RESULT AND DISCUSSION

1. Design and Management of Differentiated Learning at MI Darul Ulum 02 Kudus

a. Implementation of Content-Differentiated Learning

Differentiated instruction refers to teachers' responses to students' specific needs, readiness to learn, interests, language, prior knowledge, and learning preferences (Van Geel et al., 2022). Content differentiation is an approach to differentiated learning that ensures all students have access to materials that suit their interests and learning styles (Azmy Bahauddin et al., 2023). It refers to the material taught to students by mapping their learning needs and using groupings

based on readiness, abilities, and interests (Atikah et al., 2023). Content relates to the basis for material selection. The reason for implementing a differentiated approach is the diversity among students. This diversity includes differences in knowledge, learning abilities, learning needs, internal talents, and learning styles. Content is the material learned by each student. Content relates to the curriculum and learning materials. Teachers modify the curriculum and learning materials based on students' learning profiles. Teachers must understand their students' learning styles, which tend to be visual, auditory, or audiovisual. Teachers must adapt content to students' conditions and abilities. Differentiation of learning content includes: Reflecting national curriculum standards, curriculum topics, concepts, and themes. Presenting important facts and skills, differentiating learning content includes on reflecting national curriculum standards, curriculum topics, concepts, and themes, presenting important facts and skills. It also includes differentiating through an initial assessment of students' understanding and skills and matching students with appropriate activities. Providing students with choices increases the depth of learning. It also involves providing students with additional resources appropriate for their level of understanding (Khosiyono et al., n.d.). At MI Darul Ulum 02 Kudus, content differentiation was implemented to ensure equitable access to learning materials tailored to students' readiness, interests, and learning profiles (Atikah et al., 2023; Azmy Bahauddin et al., 2023). Teachers adapted curriculum materials according to students' abilities and preferred learning modalities: visual, auditory, or kinesthetic. This approach is consistent with Tomlinson's (2014) principle that content differentiation should be grounded in the ongoing assessment of students' readiness levels and provide them with appropriately challenging tasks. Teachers in this madrasah employed varied materials, learning contracts, experimental learning, and multiple learning models. These adaptations reflect the management dimension of differentiation, in which decision-making regarding curriculum design and resource allocation is distributed among teachers. This approach is consistent with Bush's (2011) view of distributed leadership in educational management. Observational data revealed that differentiated content improved students' engagement and focus. Students were actively involved in question-and-answer sessions and collaborative discussions. This level of engagement suggests that differentiation addresses academic diversity and nurtures confidence and motivation, two attributes that contribute to the dimension of independence and faith in God Almighty with the noble character of the Pancasila Student Profile (Rusnaini et al., 2021).

Based on interview data, the following strategies can be employed by teachers at MI Darul Ulum 02 Kudus to differentiate content for students: using varied materials, learning contracts; and experimental learning; presenting material using various learning models; providing a supportive learning environment; and implementing varied assessments. In the practical implementation of the field, the sixth-grade teacher at MI Darul Ulum 02 Kudus is aware of the diversity among students. As a teacher, he strives to guide the students' growth and development according to their individual needs. Learning material must be appropriate for students' abilities, easy to understand, and based on facts. If the learning material is not adapted to the students' abilities, they will have difficulty following and understanding it because it is not appropriate for their level. Therefore, learning materials must be adapted to students' abilities. Additionally, the materials must be adapted to the facts because elementary school students are more able to accept concrete, contextual material. Based on researchers' observations during the differentiated learning approach, students were highly engaged in the day's learning material. They consistently paid attention to the teacher as she explained the material. Not a single student was distracted by their own activities; all were focused on the teacher's explanation. Even during the question-and-answer session, they asked and answered questions posed by the teacher and their peers with enthusiasm. This demonstrated their understanding of the material, enabling them to respond readily to questions from the teacher and their peers. As a service, the Madrasah implements various activity programs tailored to students' talents and interests. Furthermore, the learning process incorporates innovative activities to prevent boredom and monotony.

These activities are designed to support students' learning needs and foster the development of character values based on the principles of Pancasila. To facilitate student learning, teachers must provide consistent guidance and encouragement, inspiring students to become confident, overcome obstacles, and develop a love of learning (Rohana et al., 2024). Teachers are expected to be creative when designing learning activities. One adjustment is to analyze students who have not achieved optimal learning outcomes to identify their interests and talents, thereby ensuring a comfortable learning experience. In addition to teachers' roles in madrasas, parents play a crucial role in shaping students' characters. Environmental factors also play a role in building student character. There were no serious obstacles in implementing differentiated learning at madrasas, but adjustments to the process are required.

b. Implementation of Process Differentiated Learning

The process refers to the activities that students carry out in class. These activities serve as meaningful learning experiences, rather than being unrelated to what students are currently learning (Ibrahim, 2024). At MI Darul Ulum 02 Kudus, process differentiation emphasized learning experiences that enabled students to construct knowledge meaningfully. Teachers implemented environmental projects, science experiments, and entrepreneurial classes that connected classroom learning with real-world contexts. Activities such as Green Generation Projects and Inspirational Classes encouraged collaboration between schools, parents, and external partners. This reflects Bush's (2011) concept of strategic educational management, which integrates community participation. These initiatives correspond to Tomlinson's (2014) process differentiation component, which emphasizes flexible grouping and diverse pathways for student engagement. Based on observations and interviews, the following learning process activities have been implemented using a differentiated approach at MI Darul Ulum 02:

c. Implementing Learning Using Environmental Media in IPAS Learning.

In this process, students learn how to plant using environmental media. They are allowed to conduct experiments using cotton as the planting medium. After completing the soybean planting project, students monitor their plants' development daily for one week. If the cotton appears dry, they should water it sufficiently. Students are also assigned to photograph and record their plants' development daily. By providing individual projects planting soybeans with cotton, it is hoped that students will develop a sense of ownership and responsibility for the project, allowing them to more easily understand the scientific material engagingly and enjoyably.

d. Science Club: "Making Ice Cream"

This ice cream-making project is an experiment that students can perform to demonstrate a simple scientific principle encountered in everyday life. The goal of this project is to give students practice changing a liquid into a solid, making learning more meaningful. This activity serves as a way to promote independent learning. Furthermore, students can connect new information or learning materials with existing concepts in their cognitive structure, creating meaningful learning.

e. Green Generation Through Plastic Waste Utilization

This activity teaches students about environmental care and how to incorporate it into their daily lives. Held at MI Datul Ulum 02, the activity is in collaboration with Green Generation Kudus Regency, a regional organization under Green Generation Indonesia. Green Generation Indonesia has a presence in all 34

Indonesian provinces and 248 regencies/cities. Green Generation Indonesia is a non-governmental organization (NGO) that works in the environmental sector to create a generation that cares about the environment and is environmentally conscious.

f. Edupreneur “Inspirational Class”

Inspirational classes can spark students’ imaginations about future professions and careers. This naturally motivates students to be determined and confident in achieving their dreams. Parents also play a role in supporting the realization of inspirational classes. This is crucial because it raises awareness among parents about their children’s educational needs to achieve their dreams. This collaboration fosters a shared understanding of how to develop student learning in safe, comfortable, and enjoyable environments, both at the madrasah and at home. MI Darul Ulum 02 Kudus’s Inspirational Class is implemented in collaboration with Owner Cake Donat. This also fosters students’ entrepreneurial spirit.

g. Quran Memorization

Quran memorization activities focus on memorizing the Quran through academic and practical exercises. The Tahfidz program emphasizes a comprehensive understanding of and mastery in memorizing the Quran properly and correctly in accordance with Tajweed principles.

h. Pramuka Extracurricular Activities

Extracurricular activities at MI NU Darul Ulum 02 Kudus are additional activities outside the regular teaching and learning process. They offer numerous benefits. These activities can make students more active, teach them about social life, and help them develop their careers. Furthermore, *Pramuka* extracurricular activities can deepen knowledge, broaden horizons, enhance skills, and shape students’ characters based on their interests and talents.

i. Implementation of Product-Differentiated Learning

In product-differentiated learning, teachers guide students to produce a learning product or final project. This is an example of student output (Agung et al., 2024). This product is usually the final result of learning, demonstrating students’ knowledge, skills, and understanding after completing a lesson unit or discussing lesson material for one semester. The product is summative and must be assessed. Products require more time to complete and demonstrate a broader and deeper understanding. Therefore, products often cannot be completed in class alone, but also outside of class. Students can work on products individually or in groups. At MI Darul Ulum 02 Kudus, performance tasks/assessments were implemented within

the scope of the product. These tasks/assessments are summative because they cover one lesson unit, one chapter, or one theme. They also need to be assessed, and this assessment is usually completed in class. The time allotted to work on these tasks/assessments is not as long as that allotted to work on products. Teachers design the products that students will work on according to the knowledge, understanding, and skills that students must demonstrate. Teachers also determine the assessment criteria in the rubric, so students know what will be assessed and the quality expected of each aspect they must fulfill.

2. Design and Management of Differentiated Learning at MI Roudlotussubban Pati

a. Implementation of Content-Differentiated Learning

Before engaging students in the learning process, the Madrasah seeks to prepare them in three areas: psychological readiness, technological literacy, and character-strengthening practices. These efforts include the following initiatives: Creating a positive and ethical learning environment by establishing designated classroom zones, such as an attendance zone, emoticon zone, self-gallery, and reading corner. Developing students' personal and social competencies through structured learning sessions aimed at fostering self-awareness, self-management, social awareness, and social management. The Madrasah conducts diagnostic assessments in each subject area, primarily through essay-based tests, as these provide more comprehensive insights into students' competencies and readiness to learn. To identify students' learning styles and interests, the Madrasah implements learning activities facilitated by teachers with expertise in the relevant areas. This is followed by administering student questionnaires. The results are used for student mapping and preparing instructional materials that accommodate learner diversity. These diagnostics serve as the foundation for planning activities, including designing differentiated content, processes, and products.

Teachers implement differentiated learning by selecting instructional content and assessing students' readiness before instruction. In the lesson plan (RPP), content differentiation is incorporated during the perception stage by eliciting students' prior knowledge of the subject matter. During core learning activities, differentiation is evident in the delivery of material within collaborative student groups. Students are encouraged to use various methods aligned with their learning styles when completing worksheet tasks. Furthermore, the Madrasah facilitates differentiated learning by offering a variety of extracurricular and co-curricular programs in which students can participate according to their talents and

interests. Classroom learning activities are designed to be innovative and engaging to prevent learning fatigue and maintain motivation. These initiatives reflect the institution's commitment to providing student-centered services through differentiated learning. By implementing these strategies, the Madrasah expects to effectively address the diverse needs of students, thereby fostering the development of character values consistent with the Pancasila Student Profile. Ultimately, these efforts ensure the Madrasah's success in facilitating holistic student development.

b. Implementation of Process-Differentiated Learning

Based on research data, several learning activities employing a differentiated approach have been implemented at Madrasah Ibtidaiyah Roudlotussyubban Tawangrejo Pati. These activities include the following:

c. Implementation of the Inquiry Model for Learning

In this learning process, the Inquiry Model is applied to encourage students to ask questions, investigate, and solve problems independently. This model promotes active student engagement, which can significantly enhance understanding of the subject matter. The stages of implementing inquiry-based learning include: Introduction of the Topic, Question Posing, Investigation, Data Collection, Data Analysis, Sharing Findings, Discussion and Reflection, Application of Knowledge, and Evaluation.

d. Character Building through the Celebration of Islamic Holidays

In Madrasah Ibtidaiyah, character building through the celebration of Islamic holidays is an essential approach to Islamic education. This practice helps students internalize Islamic values and teachings, strengthening their character simultaneously. Research conducted at MI Roudlotussyubban Tawangrejo Pati shows that commemorating the Prophet Muhammad's birthday (Maulid Nabi) can be a way to teach Islamic history and the important events associated with the holiday. These activities help students develop an understanding of the cultural and historical roots of Islam. Students participate collectively with the entire school community. The celebration provides opportunities to teach ethical behavior, such as politeness, respect for others, and proper interaction within society. Furthermore, students are guided in understanding the importance of prayer and worship as central aspects of Islamic life. The social dimensions are also emphasized through activities like encouraging students to share with the less fortunate and providing support for orphans during the month of Maulid.

e. Implementation of Product Differentiation in Learning

Based on observations at MI Roudlotussyubban Tawangrejo Pati, product differentiation involves unique ways of providing learning experiences to students. These ways may include an adapted curriculum, innovative teaching methods, educational technology, and a focus on excellence in specific areas, such as arts- or sports-based programs. The primary aim of product differentiation is to attract students and address their diverse learning needs. This practice is closely linked to student learning outcomes. Learning outcomes refer to what students achieve during their educational process. Learning outcomes serve as indicators of success in attaining learning objectives and may include conceptual understanding, skills, and knowledge, as well as the ability to apply them in various contexts. Learning outcomes are often assessed through examinations, assignments, projects, and other forms of evaluation. Within the educational framework, learning outcomes represent the central focus, and teachers are responsible for guiding students to achieve the intended results. Product differentiation and learning outcomes are therefore interconnected. To achieve optimal learning outcomes, the madrasah uses product differentiation approaches to create engaging, relevant, and effective learning experiences for students with diverse learning styles, interests, and needs. Thus, product differentiation significantly contributes to improving students' academic achievement and overall educational development.

Table Comparison of Differentiated Instruction Design and Management in MI Darul Ulum 02 Kudus and MI Roudlotussyubban Pati

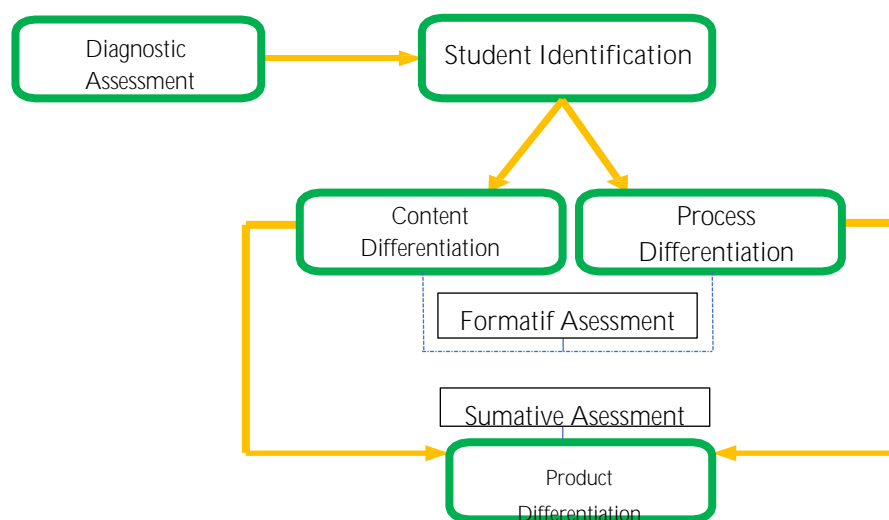
Aspect	MI Darul Ulum 02 Kudus	MI Roudlotussyubban Pati	Relevant Dimensions of Pancasila Student Profile
Content Differentiation	Teachers adapt content based on students' readiness, abilities, and learning profiles. They use varied materials, learning contracts, experimental learning, and multiple models. The focus is on contextual and factual materials that suit students' developmental stages.	Diagnostic assessments and student mapping are used to identify readiness, interests, and learning styles. Lesson plans include differentiated content during apperception and core activities. Classroom zones and learning corners foster engagement.	<i>Faith in God Almighty and noble character, critical thinking, and independence</i>
Process Differentiation	Implemented through experiential and project-based activities, such as	Implemented through the Inquiry Learning Model and Islamic character-building	<i>Collaboration (Gotong Royong), Independence,</i>

Management of Differentiated Instruction for Actualizing

Aspect	MI Darul Ulum 02 Kudus	MI Roudlotussyubban Pati	Relevant Dimensions of Pancasila Student Profile
	environmental projects (Green Generation), science experiments (Ice Cream Project), Inspirational Class entrepreneurship, Tahfidz, and Scout, Strong parental and community involvement.	activities (e.g., Maulid Nabi celebrations, social charity). Integrates local culture and Islamic traditions with modern inquiry-based learning.	<i>Faith in God Almighty, and noble character</i>
Product Differentiation	Students produce creative learning outcomes such as projects, reports, and performances. Teachers design rubrics to assess outcomes fairly and transparently. Learning products reflect integration of knowledge, skills, and values.	Learning outcomes demonstrated through creative projects, performances, and interdisciplinary collaboration using technology. Emphasis on authentic assessment and character formation.	<i>Creativity, Critical thinking, Independence</i>
Learning Management and Policy	Differentiation managed collaboratively by teachers under distributed leadership. Emphasis on teacher creativity and institutional support for innovation (Bush, 2011).	Differentiation integrated within an Islamic-based management system emphasizing moral discipline, student mapping, and teacher collaboration.	<i>Collaboration (Gotong Royong), Faith in God Almighty, Creativity</i>
Integration of Islamic Values	Islamic principles infused into learning through <i>Tahfidz</i> , prayer routines, and religious-based extracurricular activities.	Islamic values and rituals used as pedagogical media to strengthen character (e.g., <i>Maulid Nabi</i> , charity programs, prayer habits).	<i>Faith in God Almighty and noble character, Collaboration</i>
Outcomes	Enhanced student engagement, motivation, and creativity. Differentiated learning improves inclusivity and character formation.	Improved student responsibility, moral awareness, and critical thinking. Differentiation fosters harmony between intellectual and spiritual development.	<i>All six dimensions: faith, global diversity, collaboration, independence, critical thinking, creativity</i>

3. The Outcomes of Differentiated Learning Implementation in Realizing the Pancasila Student Profile at MI Darul Ulum 02 Kudus and MI Roudlotussyubban Pati.

Based on research data from these two madrasah institutions, differentiated learning is essentially implemented with the following design:



Through habituation and role modeling in all activities and learning processes implemented in the two madrasahs, students' character formation is strengthened in alignment with the values of the Pancasila Student Profile. Habituation is the process by which attitudes and behaviors become consistent and automatic through repeated practice, both in and out of the classroom. The following dimensions of the Pancasila Student Profile are reflected in the Madrasah:

a. Faith in God Almighty and Noble Character

Students demonstrate faith and practice the values of their religion or belief system. This is manifested through good moral conduct toward oneself, others, nature, and the Indonesian nation (nationalism). These values are nurtured through religious activities, extracurricular religious programs, and routines such as praying before and after lessons.

b. Global Diversity

Students develop an appreciation for their own culture and nation, while also respecting other cultures and engaging in intercultural communication. Through reflection on their diverse experiences, they learn to harmonize cultural differences and contribute to an inclusive, just, and sustainable society. This is achieved through

various classroom activities and respect for local traditions, such as visiting ancestral graves (*ziarah*) and commemorating the Madrasah's founders (*haul*).

c. Independence

Students cultivate self-awareness and the ability to regulate themselves when facing challenges and achieving goals, thereby improving their quality of life. This is fostered through active participation in learning projects and various student-centered activities.

d. Collaboration (*Gotong Royong*)

Students engage in collaborative activities grounded in humanity and concern for the nation, enabling them to contribute meaningfully to the greater good.

e. Critical Thinking

Students develop the capacity to analyze and evaluate information and ideas effectively. They also practice self-reflection and self-evaluation of their reasoning through diverse learning activities and discussions.

f. Creativity

Students are encouraged to produce original ideas, works, and actions. They demonstrate flexibility in problem-solving by exploring alternative solutions. Students demonstrate this competency through various products and in exhibitions of student work.

In this context, habituation and role modeling are complementary aspects of character education and integral components of differentiated learning strategies in madrasah settings. Teachers provide multiple entry points for students with diverse learning needs, interests, and backgrounds by embedding routines such as prayers, collaborative projects, cultural appreciation, and creative showcases into the daily learning process. These practices ensure that cultivating the Pancasila Student Profile is integrated into authentic experiences that resonate with students' social, cultural, and spiritual realities, rather than being confined to theoretical instruction. Consequently, differentiated learning in these madrasahs contributes to both academic achievement and the holistic development of students' identities as faithful, independent, collaborative, critical, and creative Indonesian citizens.

D. CONCLUSION

Findings from MI Darul Ulum 02 Kudus and MI Roudlotussyubban Pati demonstrate that differentiated instruction significantly contributes to the

realization of the Pancasila Student Profile in Indonesian Islamic primary schools. Differentiation in content, process, and product, supported by habituation and role modeling, fosters holistic character development aligned with the six dimensions of the profile. Integrating instructional strategies with religious, cultural, and national values makes madrasah education more contextual, humanistic, and responsive to contemporary educational demands. However, the study has limitations, including its small sample size of two madrasahs and its reliance on qualitative, self-reported data. Future research should adopt mixed methods and broader contexts to enhance the validity and generalizability of the findings. Nevertheless, this study offers valuable implications for educational management and policy, emphasizing the need to institutionalize differentiated instruction in faith-based schools. The study also provides a strategic framework for aligning Islamic values with the Merdeka Belajar curriculum, positioning differentiated instruction as a transformative approach for cultivating learners who are morally grounded, independent, collaborative, critical, and creative.

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