Mindset :
Jurnal Pemikiran Pendidikan dan Pembelajaran
2025, 5(2), 79-87
https://doi.org/10.56393/mindset.v5i2.3582

The Scope of Differentiated Instructional Materials in Pancasila Education Learning at State Senior High School 9 Ambon

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Article History
Received: 28 July 2025;
Revised : 25 January 2026;
Accepted: 8 February 2025.

Keywords
Differentiated Instruction;
Pancasila Education;
Instructional Materials.

Abstract
The implementation of differentiated instruction has become a key strategy within the *Merdeka Curriculum* to address students' diverse learning needs, particularly in Pancasila Education. This approach enables teachers to design more inclusive, meaningful, and learner-centered instructional strategies that align with students' individual potentials. This study aims to analyze the scope of differentiated instructional materials covering content, process, input, and product in Pancasila Education learning at State Senior High School 9 Ambon. A descriptive survey method was employed, using closed-ended questionnaires distributed to Grade X students at State Senior High School 9 Ambon. The results indicate that the level of implementation of differentiated content reached 89.13%, differentiated process 86%, differentiated input 84.78%, and differentiated product 84.78%. These percentages reflect teachers' consistent efforts to adapt instructional practices to students' needs and characteristics across multiple dimensions of learning. The findings demonstrate that differentiated instructional materials are effective in enhancing students' active participation and conceptual understanding in Pancasila Education, as they accommodate differences in learners' interests, readiness levels, and learning styles. Therefore, continuous and systematic professional development for teachers is essential to ensure that differentiated instructional strategies are implemented optimally, consistently, and in alignment with students' learning needs.

Contact : Corresponding author e-mail: maritasoamole@gmail.com
How to Cite : Soamole, M., Salamor, L., Sialana, F., & Maruanaya, R. F. (2025). The Scope of Differentiated Instructional Materials in Pancasila Education Learning at State Senior High School 9 Ambon. *Mindset : Jurnal Pemikiran Pendidikan Dan Pembelajaran*, 5(2), 79–87. https://doi.org/10.56393/mindset.v5i2.3582

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Introduction

In the era of globalization and rapid technological advancement, education systems worldwide face the challenge of creating learning environments that are adaptive, innovative, and student-centered. This transformation has become increasingly urgent in response to 21st-century demands that emphasize critical thinking, creativity, collaboration, and communication skills (4C). In response, many countries have redesigned their curricula to be more flexible and contextual. Indonesia has undertaken similar reforms through the implementation of the *Merdeka Curriculum*, which emphasizes student-oriented learning, differentiation, and character development. However, efforts to innovate teaching and learning practices within the framework of the *Merdeka Curriculum* continue to encounter challenges, particularly in transforming teachers' mindsets and optimizing the use of instructional media and models that align with students' characteristics.

UNESCO emphasizes that effective education systems must adapt instructional approaches based on students' needs, backgrounds, and abilities. The importance of differentiation and personalized learning is highlighted as a means to achieve equity and inclusivity in education (UNESCO, 2020).

The implementation of the *Merdeka Curriculum* in Indonesia represents a strategic effort to realize student-centered learning through flexible, contextual, and learner-oriented approaches. One of its primary principles is the application of differentiated instruction, which aims to accommodate students' diverse abilities, interests, and learning needs in the classroom. However, in practice, this approach still faces significant challenges. Many teachers do not yet fully understand the concepts and strategies of differentiation and experience difficulties in designing instruction that aligns with students' individual characteristics (Kemendikbudristek, 2022). Furthermore, limited training opportunities, inadequate resources, and administrative burdens hinder effective implementation (UNESCO, 2020). In fact, the success of the *Merdeka Curriculum* largely depends on teachers' capacity to apply adaptive and responsive instructional approaches that address student diversity (Tomlinson, 2014).

At the senior high school level, the implementation of the *Merdeka Curriculum* presents distinct challenges, particularly in applying differentiated instruction. Teachers are required to adjust learning activities based on students' readiness, interests, and learning profiles to ensure that learning becomes more meaningful and student-centered (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022). In practice, however, many senior high school teachers face difficulties in designing applicable differentiation strategies due to time constraints, insufficient in-depth training, and heavy administrative and academic demands. Moreover, the highly structured nature of learning at this level, which tends to prioritize cognitive achievement and preparation for national examinations or higher education, often limits the flexibility needed to optimally implement differentiated approaches (Suryana & Rustaman, 2023). Consequently, the spirit of the *Merdeka Curriculum* in promoting adaptive and student-centered learning has not been fully reflected in classroom practices at the senior high school level.

Yuliati, Handayani, and Prasetyo (2024) state that differentiated instruction is characterized by a focus on students' competencies, continuous assessment of learning

readiness and progress, flexible grouping, and encouragement for students to become lifelong active learners. Thus, differentiated instruction is not only intended to improve academic outcomes but also to foster students' character and independence in the learning process. Purnawanto (2023) emphasizes that all aspects of differentiated learning, including Pancasila Education, should be applicable across subjects. Despite civic education being a central component of national education and a crucial subject for character development, students often perceive it as monotonous and unengaging because instructional strategies and content delivery do not challenge their intellectual capacities (Salamor, 2016).

One of the critical issues in the implementation of the *Merdeka Curriculum* is the low level of student learning motivation. Many students demonstrate a lack of enthusiasm in participating in learning activities. This decline in motivation may be influenced by both internal and external factors (Rahayu, Putra, Chamalah, & Sudiyati, 2025). Internal factors include students' attitudes and interests toward the subject, while external factors involve parental support and the learning environment (Sari & Umami, 2023). Effective communication between teachers and students is essential for creating a supportive learning environment. Teachers must understand students' individual needs and design instructional strategies that are engaging and relevant to their lives.

Observations conducted at State Senior High School 9 Ambon indicate that Pancasila Education teachers have integrated principles of differentiated instruction into daily learning activities. Content differentiation is evident in the presentation of materials adjusted to students' learning readiness, such as the use of instructional materials with varying levels of complexity for students with diverse abilities. Process differentiation is facilitated through varied learning activities, including interest-based group discussions and guided question-and-answer methods. In terms of product differentiation, students are given choices in completing final assignments, such as creating infographics, short videos, or reflective essays. Although differentiation practices are visible in several aspects, observations also identified challenges faced by teachers. Mapping students' learning profiles has not been conducted systematically and tends to rely on intuition or casual observation rather than valid instruments. In addition, the use of varied instructional media aligned with students' learning styles remains limited, resulting in learning activities dominated by verbal and visual approaches. Teachers show enthusiasm in implementing the *Merdeka Curriculum*, yet they still require further training and guidance in designing structured and sustainable differentiated instruction.

Consistent with findings by Lathifa et al. (2022), many teachers in Indonesia remain unfamiliar with the concept of differentiated instruction, which is relatively new within the context of the *Merdeka Curriculum*. This lack of understanding constitutes a major challenge in its classroom implementation. Trias et al. (2017) add that instructional activities outside the scope of autonomous curriculum structures often create additional difficulties for teachers in applying this approach optimally. Furthermore, teachers encounter challenges in integrating content, process, and product differentiation tailored to students' needs. Rumaini (2023) reveals that many educators still lack a comprehensive understanding of differentiated instruction due to limited and insufficiently in-depth training. Even the implementation of individualized learning requires greater time and readiness because of teachers' limited understanding and minimal socialization regarding this approach.

Method

This study employed a descriptive quantitative approach using a survey method to obtain an objective and measurable overview of the extent to which differentiated instructional materials were implemented in Pancasila Education. This approach enabled the researcher to present data in numerical form, including percentages and other descriptive statistics, thereby providing a comprehensive picture of how content, process, input, and product differentiation were applied by teachers. In addition, this method facilitated a systematic analysis of the phenomenon under investigation without relying on subjective interpretation. The population of this study consisted of Grade X students at State Senior High School 9 Ambon, with a total sample of 46 students. The sampling technique used was random sampling, in which each member of the population had an equal opportunity to be selected as a participant. The research instrument was a questionnaire based on the Guttman scale, designed to measure the extent of differentiated instructional materials in Pancasila Education. The instrument validation results indicated a Cronbach's Alpha reliability coefficient of 0.77. Data analysis was conducted using descriptive statistical techniques, focusing on percentage and mean calculations to assess the scope of differentiated instructional materials across the aspects of content, process, input, and product.

Results and Discussion

Results

To obtain an objective overview of the extent to which differentiated instruction was implemented in Grade X at State Senior High School 9 Ambon, particularly in Pancasila Education, the analysis was conducted based on four primary aspects: content differentiation, process differentiation, input differentiation, and product differentiation. The data were collected through questionnaires administered to students enrolled in the subject. This analysis aimed to determine the extent to which instructional materials were designed and implemented in accordance with the principles of the *Merdeka Curriculum*. The following tables present the research findings that illustrate the implementation of differentiated instruction in Grade X at State Senior High School 9 Ambon.

Table 1. Students' Responses to Content Differentiation

No. Item	Yes		No	
	F	%	F	%
1	44	95,65	2	4,35
2	43	93,48	3	6,52
3	40	86,96	6	13,04
4	44	95,70	2	4,30
5	44	95,70	2	4,30
6	40	86,96	6	13,04
7	39	84,78	7	15,22
8	42	91,30	4	8,70
9	34	73,91	12	26.09
10	43	93,50	3	6,50
Mean	**41**	**89,13%**	**5**	**10,87%**

The data indicate that differentiated instructional materials in the content aspect received an approval percentage of **89.13%** from respondents.

Table 2. Students' Responses to Process Differentiation

No. Item	Yes		No	
	F	%	F	%
1	34	73,91	12	26.09
2	42	91,30	4	8.70
3	42	91,30	4	8.70
4	37	80,43	9	19.57
5	43	93,48	3	6.52
6	39	84,78	7	15.22
7	40	86,96	6	13.04
8	38	82.61	8	17.39
9	43	93,48	3	6.52
10	39	84,78	7	15.22
Mean	**40**	**86,96%**	**6**	**13,04%**

These results show that differentiated instructional materials in the process aspect obtained an approval percentage of **86.96%** from respondents.

Table 3. Students' Responses to Input Differentiation

No. Item	Yes		No	
	F	%	F	%
1	38	82,61	8	17,39
2	40	86,96	6	13,04
3	40	86,96	6	13,04
4	38	82,61	8	17,39
5	35	76,09	11	23.91
6	38	82,61	8	17,39
7	40	86,96	6	13,04
8	39	84,78	7	15,22
9	43	93,48	3	6.52
10	43	93,48	3	6.52
Mean	**39**	**84,78%**	**7**	**15,22%**

The data show that differentiated instructional materials in the input aspect achieved an approval percentage of **84.78%**.

Table 4. Students' Responses to Product Differentiation

No. Item	SS		S	
	F	%	F	%
1	41	89,13	5	10.87
2	33	71,74	13	28,26
3	43	93,48	3	6,52
4	38	82,61	8	17.39
5	39	84,78	7	15,22
6	37	80,43	9	19,57
7	41	89,13	5	10,87
8	37	80,43	9	19,57
9	40	86,96	6	13,04
10	39	84,78	7	15,22
Jumlah	**39**	**84,78%**	**7**	**15,22%**

The data indicate that differentiated instructional materials in the product aspect obtained an approval percentage of **84.78%**.

Table 5. Percentage of Questionnaire Results by Aspect

No	Aspek	Persentase
1	Konten	89,13%
2	Proses	86,96%
3	Isi	84,78%
4	Produk	84,78%

Overall, the findings show that the content aspect received the highest approval percentage (89.13%), followed by process (86.96%), while both input and product aspects reached 84.78%. These results reflect a high level of implementation of differentiated instructional materials across all measured aspects.

Discussion

The findings indicate that the differentiated instructional materials used in Pancasila Education for Grade X at State Senior High School 9 Ambon received positive evaluations from students across all aspects of implementation (content, process, input, and product).

Content Differentiation, instructional materials that applied content differentiation helped students understand Pancasila Education more effectively by providing space for learning aligned with their needs, characteristics, and interests. In this context, content differentiation was implemented by offering varied learning resources adjusted to students' ability levels, such as summarized materials, visual media, interactive videos, and in-depth readings for advanced learners. Students with visual learning preferences benefited from images, infographics, and videos, while those with verbal preferences favored oral explanations or narrative texts. Students interested in social and political issues were more engaged when materials were presented through case studies, discussions of current issues, or simulated deliberations.

These practices align with Tomlinson's (2001) theory of differentiated instruction, which describes differentiation as a proactive approach to designing and delivering instruction by considering students' readiness, interests, and learning profiles. Teachers act as facilitators who adjust content, process, and product to meet individual student needs. The findings show that teachers successfully implemented content differentiation by tailoring materials to students' abilities and learning styles and by offering varied learning activities that increased motivation and comprehension. This is further supported by Vygotsky's (1978) Zone of Proximal Development (ZPD), which emphasizes presenting material at an appropriate level of difficulty so students can learn optimally with guidance. Differentiation enabled teachers to identify students' developmental zones and provide suitable materials.

Deci and Ryan's (1985) Self-Determination Theory (SDT) also supports these findings, emphasizing that intrinsic motivation grows when students experience autonomy, competence, and relatedness. The high level of student motivation when given choices in learning reflects how content differentiation fulfilled these needs. However, some students indicated that teachers still require further training to refine strategies for aligning materials with students' readiness levels, highlighting the importance of ongoing professional development.

These findings are consistent with Lestari and Haryanto (2023), who demonstrated that content differentiation within the *Merdeka Curriculum* significantly improved students' understanding of Pancasila Education. Hasanah (2022) similarly found that allowing students to select materials based on their interests increased engagement and achievement, especially in value-based subjects. Unlike prior qualitative studies, this research provides quantitative evidence while also integrating process and product dimensions for a more comprehensive understanding.

Process Differentiation, **v**ariation in learning processes how students explore, process, and understand information played a crucial role in enhancing conceptual understanding. Students learned more effectively when processes matched their learning styles, readiness, and needs. Some students better understood norms and values through group discussions and role-play, while others preferred case reading, mind mapping, or instructional videos. Providing varied processes allowed students to connect new information to prior knowledge, consistent with constructivist principles.

This aligns with active learning theory, which emphasizes student engagement in thinking, discussing, problem-solving, and reflecting rather than passive reception. The use of multimodal strategies (visual, auditory, kinesthetic, textual) reflects multimodal learning theory (Fleming & Mills, 1992), which suggests that combining learning modes enhances retention and accommodates diverse learners.

These findings are consistent with Rahmawati and Yulianti (2022), who found that process differentiation increased classroom interaction and participation, and with Putri and Sari (2023), who reported improved confidence and communicative learning environments. While those studies were qualitative, this study provides quantitative confirmation from students' perspectives and integrates content, process, and product aspects.

Input Differentiation and Learning Needs, adjusting instructional input to students' readiness levels and contexts was key to meaningful learning. In Pancasila Education, where content can be abstract and normative, contextualization helped bridge students' understanding. Teachers provided tiered materials for different readiness levels and used local issues, school culture, and real-life events to make learning relevant.

This approach aligns with Contextual Teaching and Learning (CTL), which emphasizes connecting learning materials to real-life contexts (Sanjaya, 2006). Students not only learned concepts but also understood their relevance and application. Studies by Ananda and Fitria (2023) and Syahputra and Melani (2022) similarly showed that contextual and tiered materials increased engagement and critical reflection. Unlike those qualitative studies, this research offers quantitative evidence and integrates multiple differentiation aspects.

Product Differentiation and Meaningful Assessment, flexibility in learning products allowing students to demonstrate understanding through essays, posters, videos, projects, or presentations enhanced creativity and engagement. In Pancasila Education, students expressed understanding of democratic values through simulations, infographics, vlogs, or short dramas according to their strengths and interests.

This aligns with authentic assessment principles, which emphasize meaningful, real-world tasks (Wiggins, 1990). Students demonstrated understanding through contextual products rather than rote answers. Findings are consistent with Wijayanti and Prasetyo (2022)

and Nugraha and Safitri (2021), who found that product differentiation improved originality, relevance, and clarity of student work. This study contributes quantitative evidence and examines differentiation comprehensively.

Limitations and Contributions, This study was limited to a single school and relied solely on student questionnaires without triangulation through observation or interviews, which may limit depth and accuracy. Nevertheless, theoretically, the findings strengthen Tomlinson's (2001) differentiation framework and constructivist and active learning theories. Practically, the results provide guidance for teachers, school leaders, and curriculum developers in designing adaptive instructional materials aligned with the *Merdeka Curriculum*.

Conclusion

This study concludes that the differentiated instructional materials used in Pancasila Education at State Senior High School 9 Ambon meet a high level of adequacy across the aspects of content, process, input, and product. Instructional materials designed according to differentiation principles received positive responses from students, as reflected in the high percentages of agreement across all measured aspects. The study offers a theoretical contribution by emphasizing the importance of the adequacy of instructional materials as a supporting factor for the successful implementation of differentiated instruction within the *Merdeka Curriculum*. Practically, these findings may serve as a reference for teachers and curriculum developers in designing more adaptive instructional materials that are responsive to students' diverse needs.

Acknowledgments

The author expresses sincere gratitude to the Department of Pancasila and Civic Education, Faculty of Teacher Training and Education, Pattimura University, Ambon, for the support, guidance, and facilities provided throughout the course of study and the preparation of this work.

Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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