



A differentiated Indonesian language teaching module to strengthen critical thinking dimension of the pancasila student profile in junior high school

Ariyana^{a, 1, *}, Nori Anggraini^{a, 2}

^a Universitas Muhammadiyah Tangerang, Banten, Indonesia

¹ ariyana.mpd@gmail.com; ² nory.agg@yahoo.com

* Correspondent author

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ABSTRACT

This study aims to analyze the implementation of a differentiation-based Indonesian language teaching module to strengthen the critical thinking dimension of the Pancasila Student Profile within the framework of the Independent Curriculum. This research employed a qualitative approach using a case study design to gain an in-depth understanding of classroom practices and teachers' experiences in implementing differentiated learning. The study was conducted with ninth-grade students at State Junior High School 2 Mekar Baru, Tangerang Regency. The participants included two Indonesian language teachers, one school headmaster, and fourth-grade students involved in the learning process, with five students selected as interview participants through purposive sampling. Data was gathered by means of observing classroom activities, conducting semi-structured interviews, and analyzing documents such as teaching modules, lesson plans, and student work. The data were analyzed using the interactive model of Miles and Huberman, which involves data reduction, data display, and conclusion drawing. The findings revealed that the implementation of differentiation-based teaching modules supports student-centered learning and strengthens the critical thinking dimension of the Pancasila Student Profile, and teachers implemented various instructional strategies such as guided reading, storytelling, group discussions, and creative writing activities to accommodate students' diverse learning needs. These practices increased student engagement, encouraged collaborative learning, and supported students in analyzing texts and expressing their ideas critically. However, several challenges were identified, including limited preparation time, large class sizes, and the need for additional teacher training. Overall, differentiation-based Indonesian language teaching modules have strong potential to support academic development and character education within the Independent Curriculum.

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Introduction

The transformation of the educational paradigm in Indonesia through the implementation of the Independent Curriculum reflects the need for a more flexible, inclusive, and contextual education system. This curriculum emphasizes student-centered learning and encourages schools to adapt teaching strategies that respond to diverse student needs (Astuti et al., 2025). One of the central elements of the Independent Curriculum is the reinforcement of the Pancasila Student Profile, which serves as a framework for developing students' character and competencies across all levels of education (Aulia et al., 2023). The Pancasila Student Profile consists of six dimensions: faith in and devotion to God Almighty with noble

character, global diversity, mutual cooperation, independence, critical reasoning, and creativity (Ibad, 2022; Mulyani et al., 2023). These dimensions aim to shape students who are not only academically competent but also possess strong character and social responsibility in an increasingly globalized world.

Pancasila, as the philosophical foundation of the Indonesian nation, plays a crucial role in directing educational goals and shaping the character of future generations (Marni, 2023). Integrating Pancasila values into the learning process enables students to internalize ethical principles and civic responsibilities while developing intellectual competencies. Therefore, the application of the Pancasila Student Profile within the Independent Curriculum ideally is to support the development of students who are adaptable, collaborative, and capable of responding to the challenges of contemporary society. However, several studies have reported that schools still encounter difficulties in translating these values into concrete classroom practices, particularly in aligning instructional strategies and assessment methods with the principles of the Independent Curriculum (Annisa et al., 2024; Gumilar & Permatasari, 2023; Nabila et al., 2023; Pratama & Febriani, 2024).

In response to these challenges, differentiated learning has emerged as a relevant pedagogical approach. Differentiated learning emphasizes the importance of accommodating students' diverse abilities, interests, learning styles, and cultural backgrounds by providing varied learning experiences and instructional strategies (Almujab, 2023; Wiguna & Oka, 2023). Through differentiation, teachers design learning activities that allow students to achieve learning objectives through multiple pathways, thereby promoting inclusive and meaningful learning experiences. Previous research highlights that differentiated learning can enhance student engagement, foster creativity, and support deeper understanding when teachers possess a strong understanding of students' learning characteristics and contexts (Dewi et al., 2025; Purnawanto, 2023; Ritonga et al., 2024; Sadriani & GH, 2024). In addition, product-based assessment strategies, such as student-created articles, poems, or videos, enable learners to express their understanding in diverse formats and strengthen their learning outcomes (Gea et al., 2024; Jatmiko & Putra, 2022; Putri et al., 2025; Rustam et al., 2024; Sanulita, 2023; Shi et al., 2015).

Building on the importance of differentiated learning in supporting meaningful learning experiences, the development of students' critical thinking skills also becomes a key concern in the educational process. Critical thinking ability among junior high school students is generally still in the developmental stage, where many students are able to understand information but often experience difficulties in analyzing arguments, evaluating evidence, and drawing logical conclusions independently (Yuxian, 2025). Ideally, graduates at the junior high school level are expected to demonstrate the ability to question information, interpret texts critically, solve problems logically, and express their ideas clearly in both oral and written forms. These competencies are important to prepare students to face the challenges of the digital and information era, where they must be able to assess the credibility of information and make responsible decisions (Chang, 2022; Ma & Xu, 2025). To support the development of these skills, schools implement various learning strategies such as discussion-based learning, problem-solving activities, project-based tasks, and text analysis exercises that encourage students to think more deeply about learning materials. In addition, schools also begin to introduce the use of educational technology, such as digital learning platforms, multimedia resources, and online information sources, to support interactive learning environments and help students develop digital literacy alongside critical thinking skills (Vendrell & Johnston, 2026).

In the context of secondary education, differentiated Indonesian language learning has also begun to be implemented in several schools, including State Junior High School 2 Mekar Baru Tangerang Regency specifically at ninth grade students. Teachers design varied learning activities such as guided reading, collaborative storytelling, and creative writing tasks that accommodate students' different levels of readiness and interests. For instance, students with higher reading proficiency are encouraged to analyze story elements and create alternative story endings, while those who still need support focus on identifying main ideas and retelling stories through visual aids or simple oral presentations. Such practices allow teachers to provide flexible learning pathways while fostering students' critical thinking and creativity. These classroom practices demonstrate how differentiated instruction can be practically applied in Indonesian language learning at the elementary school level to support the development of the Pancasila Student Profile within the framework of the Independent Curriculum.

Based on the researchers' preliminary observations conducted of ninth grade students State Junior High School 2 Mekar Baru Tangerang Regency, it was found that learning activities in Indonesian language classes were still largely dominated by teacher-centered instructional practices. Classroom activities tended to focus on memorization, simple comprehension questions, and textbook-based exercises. As a result, students had limited opportunities to analyze texts more deeply, interpret meanings, evaluate information, or express their own perspectives critically. This condition indicates that the development of higher-order thinking skills, particularly those related to the critical reasoning dimension of the Pancasila

Student Profile, has not been optimally facilitated in the learning process. In addition, several teachers reported difficulties in designing learning activities and teaching modules that intentionally integrate critical thinking skills into Indonesian language instruction. These preliminary findings highlight the need for well-designed differentiation-based teaching modules that not only address students' diverse learning needs but also provide structured opportunities for students to analyze texts, ask questions, and express ideas creatively and critically within Indonesian language learning.

Previous studies indicate that many teachers still face challenges in integrating differentiated instructional strategies with the development of the Pancasila Student Profile (Annisa et al., 2024; Pratama & Febriani, 2024). While several studies discuss the importance of character education and differentiated learning separately (Suryaningtyas & Nursikin, 2024; Ulviani, 2024), there is still limited research focusing on the development of differentiation-based Indonesian language teaching modules that explicitly support the formation of the Pancasila Student Profile of the dimension of critical thinking. This limitation indicates a gap in the literature regarding how instructional materials can systematically integrate pedagogical differentiation with character-based learning objectives within the Independent Curriculum framework.

The novelty of this study lies in its integrated approach to examining the development of differentiation-based Indonesian language teaching modules that explicitly support the implementation of the Independent Curriculum and the formation of the Pancasila Student Profile. Unlike previous studies that mainly discuss differentiated learning or character education separately, this research provides a conceptual and practical use that connects curriculum implementation, differentiated instructional strategies, and character development within a single pedagogical framework.

Based on the discussion above, the implementation of the Independent Curriculum requires adaptive learning strategies and instructional materials that accommodate students' diverse learning characteristics while simultaneously strengthening character education through the Pancasila Student Profile (Dwitami et al., 2025; Mahbubi, 2025; Shi et al., 2015). Differentiated learning provides an opportunity to create inclusive and meaningful learning experiences that support students' academic development as well as character formation. Therefore, the development of differentiation-based Indonesian language teaching modules becomes an important effort to support the effective implementation of the Independent Curriculum in schools (Widiastuti et al., 2023; Yunita, 2024). Through a comprehensive review of previous studies, this research seeks to analyze how differentiation-based teaching modules can be designed and implemented to support Indonesian language learning while integrating the values of the Pancasila Student Profile. Therefore, this study aims to investigate the implementation of a differentiated Indonesian Language Teaching Module to strengthen the critical and creative dimensions of the Pancasila Student Profile at State Junior High School 2 Mekar Baru, Tangerang Regency. It further examines how the values of the Pancasila Student Profile, particularly the dimension of critical thinking, are integrated into the learning process within the framework of the Independent Curriculum. Additionally, this study explores the impacts and challenges encountered in the implementation of differentiated learning at the same institution.

Method

This research utilized a qualitative methodology with a case study framework to investigate the application of a tailored instructional module for Indonesian language education. It aimed at strengthening the critical and creative dimensions of the Pancasila Student Profile within the framework of the Independent Curriculum (Johnson & Christensen, 2014). A qualitative approach was selected because it enables researchers to gain an in-depth understanding of educational practices, classroom interactions, and teachers' experiences in implementing differentiated learning strategies (Creswell, 2014). The case study method was used to examine a specific educational context in detail, focusing on how differentiated Indonesian language learning is implemented in an elementary school environment. The research was conducted at State Junior High School 2 Mekar Baru Tangerang Regency, one of the schools that has implemented the Independent Curriculum and integrated differentiated learning strategies in Indonesian language instruction.

The participants in this study consisted of two Indonesian language teachers, one school headmaster, and ninth grade students at State Junior High School 2 Mekar Baru Tangerang Regency involved in the learning process where 5 of them were selected as interviewees. Subject in this study were selected using purposive sampling, a technique that allows researchers to select individuals who possess relevant knowledge and experience related to the research topic (Sugiyono, 2011). The selection criteria included: (1) teachers who apply differentiated learning strategies in Indonesian language teaching, (2) teachers who develop or utilize teaching modules aligned with the Independent Curriculum, and (3) students who participate in differentiated learning activities in the Indonesian language learning classroom. The instruments used in this study were designed to support the qualitative data collection process and to

obtain comprehensive information regarding the implementation of differentiated Indonesian language learning and the integration of the Pancasila Student Profile. The main instruments included are: (1) observation guidelines, (2) semi-structured interview guides, and (3) document analysis checklists. Observation guidelines were used to systematically record classroom activities, focusing on teaching strategies, student participation, differentiated learning practices, and the integration of critical and creative thinking within Indonesian language learning. The semi-structured interview guide was designed to explore teachers' perspectives, experiences, and challenges in designing and implementing differentiation-based teaching modules, as well as their efforts to integrate the values of the Pancasila Student Profile in the learning process. In addition, document analysis checklists were used to review relevant instructional materials such as teaching modules, lesson plans, student assignments, and assessment documents.

The analysis of data in this research adhered to the interactive framework put forward by Miles and Huberman, which includes three primary phases: (1) data simplification, (2) data visualization, and (3) interpretation or validation of findings. The analysis process began with organizing and transcribing the collected data from observations, interviews, and documents. Next, data reduction was carried out by selecting and focusing on information relevant to differentiated learning strategies, teaching module development, and the integration of the critical reasoning dimension of the Pancasila Student Profile. The reduced data were then presented through data displays in the form of descriptive narratives and thematic categorization to identify patterns and relationships within the data. Finally, conclusions were drawn and verified by continuously comparing the findings with the collected evidence. To ensure the credibility and trustworthiness of the research findings, this study applied triangulation techniques, including technique triangulation and source triangulation. Technique triangulation included the comparison of information gathered through various approaches like direct observations, personal interviews, and the examination of documents. Source triangulation was conducted by comparing information obtained from different participants, including teachers, school headmaster, and students. This process helped ensure the consistency and reliability of the findings and strengthened the validity of the research results.

Results and Discussion

1. Implementation of Differentiated Indonesian Language Teaching Modules to Strengthen the Critical Thinking Dimension of the Pancasila Student Profile

The findings of this study revealed that the implementation of differentiation-based Indonesian language teaching modules at State Junior High School 2 Mekar Baru Tangerang Regency supports the objectives of the Independent Curriculum, particularly in promoting student-centered learning and strengthening the critical and creative dimensions of the Pancasila Student Profile. The Independent Curriculum encourages teachers at State Junior High School 2 Mekar Baru Tangerang Regency to design flexible learning experiences that accommodate students' diverse learning needs, interests, and abilities. In practice, teachers used the teaching modules function as pedagogical tools that guide them in organizing instructional activities, learning materials, and assessment strategies in ways that respond to classroom diversity can be seen in Figure 1.

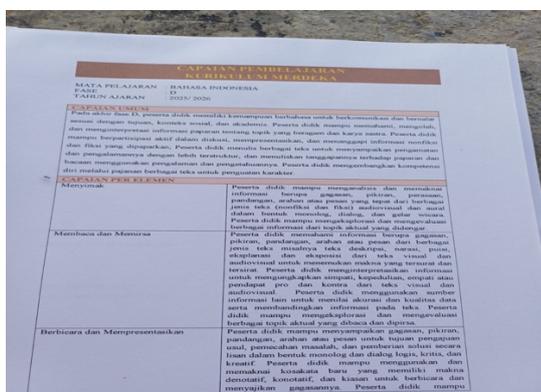


Fig. 1. Indonesian Language Teaching Modul developed by Teachers

One of the main indicators observed in the implementation of differentiated teaching modules is the adaptation of learning materials and tasks according to students' learning readiness levels. Indonesian language teachers at State Junior High School 2 Mekar Baru Tangerang Regency designed various learning

activities such as guided reading, storytelling, and creative writing. Students who demonstrate higher literacy skills are encouraged to analyze story structures, evaluate characters' actions, and develop alternative story endings. Meanwhile, students who require additional support focus on identifying the main ideas of texts and retelling stories using visual aids or oral presentations. This practice reflects the principles of differentiated instruction which emphasize adjusting content, process, and product according to students' learning profiles.

The interview data also support these findings. Teachers reported that differentiated learning activities were designed to encourage students to analyze texts and express their own interpretations. They explained that giving varied tasks helps students participate according to their abilities and learning pace. This approach also allows students to become more confident in sharing their ideas and responding to different perspectives during classroom discussions. As explained by one of the Indonesian language teachers:

"In differentiated learning, I try to give different tasks based on students' abilities. For students who read well, I ask them to analyze the characters and the moral message of the story, or sometimes to create a different ending. This helps them think more critically about the text, not just understand the story." (Teacher A, interview, May 2025).

The teacher's statement shows that differentiated learning allows students to receive tasks that match their individual language abilities, so each student can participate meaningfully in the learning process. Students who have stronger language skills are encouraged to go beyond basic comprehension by analyzing characters, identifying moral values, or even creating alternative endings to a story. This approach helps students develop higher-order thinking skills, especially critical thinking and interpretation of texts. The implication is that differentiated instruction can create a more inclusive classroom environment while simultaneously promoting deeper literary understanding and active student engagement (Mahbubi, 2025; Widiastuti et al., 2023). Students also expressed that such learning activities helped them think more deeply about the stories they read. One student also stated:

"When we read a story, the teacher asks us why the character did something and what we think about the ending. Sometimes we make our own ending to the story. It makes me think more about the story and share my ideas with my friends. I also like hearing different opinions from my classmates because sometimes their ideas are different from mine. It makes the discussion more interesting and helps me understand the story in many ways." (Student CP, interview, May 2025).

These interview responses indicate that differentiated instructional activities provide opportunities for students to develop critical thinking skills by analyzing texts, interpreting characters' actions, and expressing their own perspectives during the learning process. Meanwhile, during the classroom observation, several students were seen presenting the results of their group discussion in front of the class. One group explained their interpretation of the story, including the characters' motivations and the alternative ending they had created. Each member took turns sharing their ideas while the other students listened and responded to the presentation. This activity demonstrated how differentiated learning encouraged students to actively express their understanding and interpretations of the text.

Furthermore, the observed classroom interaction reflects the implementation of student-centered learning, where learners are actively engaged in constructing meaning rather than passively receiving information. The opportunity to present ideas, respond to peers, and negotiate different interpretations fosters not only critical thinking but also communication and collaboration skills. This finding aligns with the principles of differentiated learning, which emphasize accommodating diverse learning styles and encouraging active participation. Through these activities, students are not only able to deepen their comprehension of the text but also develop confidence in expressing their ideas and respecting diverse perspectives within the learning community.

Based on these activities, the teacher conducted an authentic and process-oriented assessment. The assessment did not only focus on the final product of the group work, but also on students' participation, collaboration, and ability to present their ideas clearly. During the presentations, the teacher observed how students analyzed the story, explained characters' motivations, justified their alternative endings, and responded to questions from their peers. The teacher also assessed communication skills, critical reasoning, and confidence in expressing opinions. In this way, the evaluation reflected differentiated assessment practices that value both students' thinking processes and their learning outcomes. Figure 2 is the documentation of teaching and learning activity in the classroom.



Fig. 2. Various Group activities while learning Indonesian language

Another indicator of differentiated learning implementation is the use of flexible grouping strategies. During Indonesian language lessons at State Junior High School 2 Mekar Baru Tangerang Regency, teachers frequently organize students into small groups to discuss narrative texts, analyze characters, or collaboratively construct stories. Flexible grouping allows teachers to combine students with different abilities, encouraging peer learning and collaborative problem-solving. This practice is consistent with the social constructivist perspective proposed by Vygotsky, which highlights the importance of interaction and collaboration in facilitating cognitive development (Piquer-Piriz & Pérez-Valenzuela, 2023; Utari & Afendi, 2022). Through collaborative learning activities, students develop not only language competencies but also critical reasoning and creativity as part of the Pancasila Student Profile.

In addition, the implementation of differentiated teaching modules at State Junior High School 2 Mekar Baru Tangerang Regency includes varied assessment strategies. Instead of relying solely on traditional written examinations, teachers assess students' learning outcomes through multiple formats, such as storytelling presentations, written narratives, role-playing activities, and creative projects. These diverse assessment methods enable students to demonstrate their understanding in ways that align with their strengths and learning preferences. Recent research also highlights that product-based assessments can enhance student engagement and allow learners to express their understanding more creatively (Gea et al., 2024).

The integration of differentiated teaching modules at State Junior High School 2 Mekar Baru Tangerang Regency also contributes significantly to the improvement of students' language literacy skills, including listening, speaking, reading, and writing. For instance, students participate in guided reading sessions where they analyze narrative texts and discuss the meaning of stories in groups. In writing activities, students are encouraged to create short stories or descriptive texts based on their experiences. These activities allow students to actively construct knowledge rather than passively receive information, which aligns with the principles of constructivist learning theory. The implication of these findings is that differentiated teaching modules can effectively support the development of students' comprehensive language literacy skills in an active and meaningful way. By engaging students in guided reading, discussion, and writing activities, learning becomes more student-centered and encourages deeper interaction with texts (Ulviani, 2024).

Furthermore, the implementation of differentiation-based teaching modules at State Junior High School 2 Mekar Baru Tangerang Regency supports the development of the critical thinking dimension of the Pancasila Student Profile. Students are encouraged to question information, interpret messages within texts, and generate new ideas through creative writing activities. These learning experiences help students develop higher-order thinking skills that are essential for responding to the challenges of the twenty-first century. Previous studies also emphasize that differentiated learning can significantly enhance students' critical thinking abilities and creative expression when teachers effectively adapt instructional strategies to students' learning characteristics.

However, the effectiveness of differentiated teaching modules largely depends on teachers' pedagogical competence and professional readiness. Teachers must possess the ability to design instructional materials that integrate language learning objectives with character education values (Sanulita, 2023). In addition, teachers require sufficient training and institutional support to develop and implement differentiated teaching modules effectively. Some teachers reported challenges related to limited preparation time and the need to adjust learning activities according to students' diverse abilities. Despite these challenges, the findings demonstrate that differentiation-based Indonesian language teaching modules provide a practical strategy for implementing the Independent Curriculum while strengthening

the Pancasila Student Profile. By combining flexible instructional strategies with meaningful learning activities, teachers are able to create inclusive learning environments that support both academic development and character formation among students (Smythe, 2023).

In conclusion, the first indicator shows that the implementation of differentiation-based teaching modules in Indonesian language learning effectively accommodates students' diverse readiness levels through varied learning materials and tasks. Teachers design different activities, ranging from identifying main ideas to analyzing characters and creating alternative story endings, so that each student can participate according to their abilities. Interview and observation data confirm that these practices encourage students to think more deeply about texts, express their interpretations, and actively engage in discussions and presentations. Therefore, the adaptation of learning materials and tasks in differentiated instruction not only supports inclusive learning but also fosters students' critical thinking and literacy development in accordance with the goals of the Independent Curriculum.

2. Integration of the Critical Thinking Dimension of the Pancasila Student Profile in Indonesia Language Learning

The integration of the Pancasila Student Profile at State Junior High School 2 Mekar Baru Tangerang Regency into classroom learning represents one of the key objectives of the Independent Curriculum. The findings of this study indicate that Indonesian language learning provides an effective context for integrating the critical reasoning dimension of the Pancasila Student Profile. Language learning activities require students to interpret information, analyze texts, and communicate ideas, which naturally support the development of critical thinking skills.

One important indicator of critical thinking integration is the use of text-based analytical activities. Indonesian language Teachers at State Junior High School 2 Mekar Baru Tangerang Regency encourage students to examine narrative texts by identifying the main ideas, analyzing characters' motivations, and evaluating the moral messages embedded within stories. Students are asked to discuss questions such as why certain characters behave in particular ways or what lessons can be learned from the story. These analytical tasks help students develop reasoning skills and encourage them to reflect on the meaning of texts beyond surface-level comprehension (Duke et al., 2021).

After conducted an interview, one Indonesian language teacher at State Junior High School 2 Mekar Baru Tangerang Regency explained how analytical questioning is used to guide students in understanding narrative texts more deeply. The teacher stated:

"In our Indonesian language class, I ask students not only to read the story but also to think about why the characters act in certain ways. I usually guide them to identify the main idea and discuss the moral message behind the story. Through these questions, students begin to explain their opinions and think more deeply about the text." (Teacher B, interview, May 2025).

The teacher's statement above indicated that reading activities in the classroom are designed not only to improve comprehension but also to stimulate students' thinking processes. By asking students to consider the reasons behind characters' actions and identify the main ideas and moral messages of a story, the teacher encourages them to analyze the text more carefully. This approach helps students develop reasoning skills and become more confident in expressing their own opinions about what they read. The implication is that using analytical questions in reading activities can strengthen students' critical thinking abilities and deepen their understanding of narrative texts. Students also confirmed that these learning activities help them reflect more deeply on the stories they read and discuss their ideas with their peers (Astuti, 2009). One student expressed:

"When we read a story, the teacher asks us to talk about the main idea and the reasons why the characters do something. Sometimes we discuss what lesson we can learn from the story with our group. It helps me understand the story better and makes me think about the meaning behind it." (Student SN, interview, May 2025).

The student's statement shows that classroom reading activities encourage students to actively think about the content of the story rather than simply reading it. By discussing the main ideas, characters' actions, and the lessons learned from the story, students are guided to analyze and interpret the text more deeply. Group discussions also allow students to exchange ideas and understand different perspectives from their classmates. The implication is that interactive and discussion-based reading activities can enhance students' comprehension as well as their critical thinking skills (Aulia et al., 2023).

Another indicator is the use of inquiry-based learning strategies. In Indonesian language classes, students are encouraged to formulate questions about the texts they read and to share their opinions during classroom discussions. Teachers act as facilitators who guide students in exploring multiple interpretations

of texts rather than providing direct answers. Through this process, students become more active in constructing their own understanding of the material. This learning approach also helps students develop curiosity and confidence in expressing their ideas while engaging in meaningful dialogue with their peers. Classroom Indonesian language activity can be seen in Figure 3.



Fig. 3. Teacher Facilitated the Students' Language Learning Activities

The picture showed a classroom Indonesian language learning activity where the teacher is guiding students during a language lesson. The teacher stands in front of the class explaining the material while the students sit at their desks and listen attentively. This situation illustrates how the teacher facilitates the learning process by giving explanations and directing students' attention to the lesson. This activity promotes active learning and encourages students to construct their own understanding of language and meaning. The integration of critical thinking is also evident in from teacher and students' discussion where they were able to ask questions, exchange ideas, challenge each other's perspectives, and collectively interpret the meaning of texts. Such interactions enable students to evaluate information critically and develop argumentation skills. Previous suggests that collaborative learning environments significantly enhance students' analytical abilities and critical reasoning skills (Dwitami et al., 2025).

In addition, teachers also integrated contextual learning tasks that relate language learning to students' daily experiences. For example, students may analyze stories that illustrate values such as honesty, cooperation, or responsibility. Through these activities, students are encouraged to reflect on moral dilemmas and express their personal opinions about the situations described in the texts. This approach aligns with the objective of the Pancasila Student Profile, which aims to develop students who are not only intellectually capable but also morally responsible. The integration of critical thinking in Indonesian language learning also reflects the broader goals of the Independent Curriculum, which emphasizes student autonomy and reflective learning (Fujii, 2024). Students are encouraged to evaluate information critically, express their ideas confidently, and respect different perspectives during discussions. These competencies are essential for preparing students to participate actively in an increasingly complex and information-rich society.

3. Impacts and Challenges of Implementing Differentiated Learning in Indonesian Language Instruction

The implementation of differentiated learning in Indonesian language instruction at State Junior High School 2 Mekar Baru Tangerang Regency produces several significant impacts on students' learning experiences. One of the most noticeable outcomes is the increase in student engagement and motivation during classroom activities. When learning tasks are designed according to students' interests and abilities, students tend to participate more actively in discussions, group activities, and creative projects.

Another important impact is the development of students' self-confidence and learning autonomy. Differentiated learning at State Junior High School 2 Mekar Baru Tangerang Regency provides students with opportunities to demonstrate their understanding through diverse learning products, such as written stories, oral presentations, or multimedia projects. This flexibility allows students to express their ideas using methods that suit their strengths and preferences. As a result, students become more confident in sharing their opinions and presenting their work in front of their peers (Ritonga et al., 2024). Figure 4 is the result of classroom observation while students conducted oral presentation about procedure text.



Fig. 4. Students' present their ideas for procedure text of local product (food)

Differentiated learning also contributes to the development of creativity and critical thinking skills. By providing varied learning activities, teachers at State Junior High School 2 Mekar Baru Tangerang Regency encourage students to explore ideas, analyze information, and generate innovative solutions to problems presented in texts or classroom discussions. These competencies are essential for developing the critical dimensions of the Pancasila Student Profile. This inclusive approach ensures that all students have opportunities to participate in meaningful learning experiences regardless of their academic abilities (Gumilar & Permatasari, 2023).

Despite these positive impacts, the implementation of differentiated learning at State Junior High School 2 Mekar Baru Tangerang Regency also presents several challenges. One major challenge is the limited time available for teachers to design differentiated teaching materials and learning activities. Developing teaching modules that accommodate diverse student needs requires careful planning and preparation. Teachers must consider multiple learning pathways and assessment strategies, which can be time-consuming. In many cases, teachers also need to adapt the materials based on students' progress during the learning process (Annisa et al., 2024). This situation requires strong classroom management skills and flexibility in implementing instructional strategies. Therefore, continuous professional development and institutional support are important to help teachers implement differentiated learning more effectively.

Another challenge relates to large class sizes and limited teaching resources. In classrooms with many students, it can be difficult for teachers to provide individualized support for each learner. Additionally, limited access to digital resources and instructional materials may hinder the implementation of certain differentiated learning strategies. As a result, teachers often need to adjust their instructional approaches to ensure that all students remain engaged in the learning process. They may rely more on collaborative activities, group discussions, and peer support to manage classroom diversity. Despite these limitations, many teachers continue to find creative ways to adapt their teaching practices to meet students' different learning needs (Nabila et al., 2023).

Teachers also reported challenges related to professional competence and training. Some educators are still in the process of adapting to the principles of the Independent Curriculum and require additional guidance on how to implement differentiated instruction effectively. Continuous professional development programs are therefore essential to enhance teachers' pedagogical skills and support the successful implementation of differentiated learning. Training activities such as workshops, mentoring, and collaborative lesson planning can help teachers better understand how to design differentiated learning activities. Through these programs, teachers can also share experiences and effective strategies with their colleagues (Jatmiko & Putra, 2022). As a result, teachers become more confident and prepared to implement differentiated instruction in their classrooms. From a broader perspective, the findings indicate that the successful implementation of differentiated learning requires systemic support from educational institutions and policy makers. Schools need to provide adequate resources, training opportunities, and supportive learning environments that encourage pedagogical innovation. When teachers receive sufficient institutional support, they are more likely to implement differentiated teaching modules effectively and sustain innovative instructional practices.

In conclusion, the findings of this study demonstrate that differentiation-based Indonesian language teaching modules have strong potential to support both academic development and character formation within the Independent Curriculum framework. While several challenges remain, the positive impacts on student engagement, creativity, and critical thinking highlight the importance of continued efforts to strengthen differentiated learning practices in Indonesian schools.

Conclusion

This research shows that the implementation of the Independent Curriculum through differentiation-based Indonesian language teaching modules is able to support the achievement of academic competencies while forming a holistic Pancasila Student Profile. The use of modules tailored to students' needs, interests, and characteristics allows for inclusive, adaptive, and meaningful learning. Teachers play an important role as facilitators who encourage active student participation, as well as as agents of change in realizing student-centered education. The integration of Pancasila values in learning strengthens character education which includes dimension of students' critical thinking. Although differentiated learning shows various positive impacts such as increased student motivation, engagement, and understanding, its implementation still faces challenges such as time constraints, large student numbers, and variations in teacher competencies. Therefore, the successful implementation of differentiation-based teaching modules is highly dependent on ongoing training, policy support, and the provision of adequate educational resources.

Declarations

- Author contribution** : Ariyana took charge of the whole research initiative. She also spearheaded the creation of the document and worked alongside the second author. Nori Anggraini was involved in gathering data, transcribing, and analyzing the information. She revised the document. Every author consented to the completed manuscript.
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- Ethics Approval** : Information on Ethics Approval and informed consent statements are required for all articles published in BAHASTRA since 2025.
- Additional information** : No additional information is available for this document.

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