

# Pancasila Based Teaching Materials in Differentiated Learning to Improve Elementary Students Literacy Competence

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## Abstract

The purpose of this research is to review how the use of Pancasila Student Profile-based teaching materials in the context of differentiated learning impacts the improvement of literacy competencies among elementary school students. The method in this research uses a literature review method with four stages, including: (1) collecting relevant data related to the use of teaching materials based on the Pancasila student profile and differentiated learning (2) the researcher presents the collected data (3) the researcher reduces and inventories the data (4) then, the researcher will conclude based on the results of verifying valid and reliable data. The findings from this study show that incorporating teaching materials centered around the Pancasila Student Profile in a differentiated learning environment has been successful in enhancing students' literacy skills. This approach not only supports a deep understanding of literacy concepts but also takes into account the diverse needs and potentials of each student. In conclusion, the use of Pancasila student profile-based teaching materials in differentiated learning can influence the literacy skills of elementary school students.

**Keywords:** Teaching Materials, Pancasila Student Profile, Differentiated Learning, Literacy, Elementary School

## 1. Introduction

Education in Indonesia aims to produce children with strong character and high competitiveness in global competencies. Students are expected to develop rapidly and possess critical thinking skills in various aspects. Hence, it is essential to enhance their learning development. The Merdeka Curriculum aims to provide teachers with the freedom and flexibility to create relevant and meaningful learning experiences for their students. Appropriate teaching materials are needed to deliver relevant learning.

In the learning process, teaching materials are a vital component. The Merdeka Curriculum teaching materials, designed to support character building within the dimensions of the Pancasila Student Profile, are an example of appropriate teaching materials. Proper teaching materials will make learning more effective and relevant, enabling students to easily understand lessons and actively participate in the learning process. It is also expected to make students more critical thinkers.

The concept of the Pancasila Student Profile can be described as an idea that aims to shape students' character so that its dimensions can be applied in everyday life (Zalukhu et al., 2023). The Pancasila Student Profile consists of six dimensions, namely: (1) Faith in and devotion to God Almighty, and noble character, (2) Global diversity, (3) Independence, (4) Cooperation (*Gotong Royong*), (5) Critical reasoning, and (6) Creativity. To implement the Pancasila Student Profile in learning, innovation is needed in developing teaching materials that enable the development of students' competencies. One way to apply the Pancasila Student Profile is by using appropriate teaching



materials, which are based on its principles. These teaching materials not only focus on academic achievement but also enhance students' character in line with its embedded values.

Additionally, it is important to consider that each student has different needs, interests, and abilities in learning. One approach to address this is by implementing differentiated learning. Differentiated learning is an approach where teachers have the opportunity to accommodate individual differences and ensure that each student achieves learning objectives in ways that suit their individual learning styles. This type of learning can be applied in an educational model where students study material according to their abilities and preferences (Wahyuningsari et al, 2022). Therefore, the development and implementation of diverse teaching materials are crucial to enhance student engagement and the relevance of learning content, especially in improving student literacy skill.

Literacy is a skill that every child possesses, although its levels vary from one child to another (Nurchayani et al., 2022). In primary education, literacy is one of the essential skills that must be improved, particularly at the elementary school level (Ulfa et al., 2022). Literacy is not merely the ability to read and write; it also includes critical thinking and accurate comprehension. However, the results of the 2022 PISA survey show that Indonesian students literacy skills remain low compared to other countries. Indonesia ranks 69th out of 81 countries worldwide (OECD, 2023). This indicates that appropriate teaching materials and learning strategies must be implemented to significantly improve students literacy skills.

Thus, this study aims to examine the use of Pancasila Student Profile-based teaching materials in the context of differentiated learning and their impact on enhancing literacy competence among elementary school students. It is hoped that this research will contribute to the development of more efficient and impactful educational methods, while encouraging students to apply the values of the Pancasila Student Profile in their daily lives.

## 2. Literature Review

**Table 1. Previous Studies**

No.	Categorisation	Title	Name and Year of Publication	Result
1.	Urgency Literacy	“The Urgency of Digital Literacy in Preparing Elementary School Students for the Golden Generation of 2045”	Setiani & Barokah, 2021	It is stated that literacy levels in Indonesia are still low, especially in digital literacy, where the internet is one aspect that needs attention regarding access gaps. Therefore, it is crucial to improve literacy, particularly in understanding and using digital technology.
		The Urgency of Cultural and Civic Literacy for Character Education in Elementary School Students”	Setianingsih et al., 2023	The importance of mastering cultural literacy in the 21st century to adapt, act wisely, and be prepared for global changes and developments.
		The Importance of Implementing the Literacy Movement for Teachers and Students at Elementary School o8 Kampung Rempak”	Paluvi et al., 2023	The implementation of the literacy movement has been shown to increase the reading culture of literacy at SDN o8 Kampung Rempak.

No.	Categorisation	Title	Name and Year of Publication	Result
		The Implementation of Financial Literacy Learning in Elementary Schools”	Aryanto, 2023	The study reveals that financial literacy learning is still implicit, leading to many students failing to understand the difference between wants and needs or classify financial priorities and related aspects. This highlights the importance of introducing financial literacy from an early age.
2.	Pancaila Student Profile	Implementation of Pancasila Student Profile Values through Campus Teaching Activities in Elementary Schools”	Jamaludin et al., 2022	The study results show that the application of Pancasila Student Profile values is carried out through various activities. The concept of the Pancasila Student Profile has a strong relationship and significant relevance to the Indonesian government’s efforts in implementing character education at all educational levels.
		Implementation of the Strengthening Project of Pancasila Student Profile in Driving Schools”	Asiati & Hasanah, 2022	The Strengthening Project of the Pancasila Student Profile has been fully implemented by all driving schools in the first cohort. Therefore, all schools in this cohort have successfully carried out the project comprehensively.
		Analysis of the Application of the Pancasila Student Profile in Shaping Students’ Character in Elementary Schools”	Nuril Lubaba & Alfiansyah, 2022	There has been a strengthening of students' character related to the Pancasila Student Profile, although some students still occasionally fail to apply it.
		Analysis of the Implementation of the Pancasila Student Profile in Elementary Schools”	Mulyani et al., 2023	The implementation of the Pancasila Student Profile encompasses five dimensions that have been applied, while one dimension has yet to be implemented due to the Merdeka Curriculum providing teachers with flexibility to optimize the learning process according to their needs.

No.	Categorisation	Title	Name and Year of Publication	Result
		“Strengthening Project of the Pancasila Student Profile as a Co-Curricular Program in Elementary Schools”	Damayanti & Al Ghozali, 2023	Based on the explanation, it can be concluded that teachers' perceptions of the Pancasila Student Profile (P5) as a co-curricular program within the Merdeka Curriculum are in the moderate category. This is reflected in various indicators, including understanding of co-curricular activities, the objectives of P5, the content of P5, the process of P5, and its evaluation, all of which fall into the moderate category.
3.	Teaching Materials Based on the Pancasila Student Profile	“Development of Electronic Teaching Materials Based on Social and Emotional Learning to Enhance the Pancasila Student Profile Values for Elementary Students”	Anita et al., 2022	The research results show that expert evaluations achieved a score of 87.36, which falls into the very valid category. Additionally, the study produced an N-Gain value of 0.71 for the use of teaching materials based on Social and Emotional Learning, which is classified as very high. These findings indicate that the electronic teaching materials based on Social and Emotional Learning that were developed are proven to be valid and effective in enhancing the Pancasila Student Profile among elementary students.
		“Development of Picture Story Teaching Materials by Integrating the Pancasila Student Profile in Class I of SDN Batusari 5 Mranggen Demak”	Amalia., 2022	icture story teaching materials using cards have been proven to be valid and practical for use in the learning process. This is based on validation results from media experts, material experts, and teaching material experts, which obtained percentages of 91.6%, 92.3%, and 100%, respectively. In addition, analysis of student response questionnaires showed a percentage of 86.1%, while teacher responses reached 100%. Based on these data, the picture story teaching materials in the form of cards are declared valid and highly suitable for use in learning activities.

No.	Categorisation	Title	Name and Year of Publication	Result
		“Development of Civics Teaching Materials Containing Pancasila Student Profile Values to Strengthen Students' Civic Character”	Alanur et al., 2022	The research results show that, firstly, teachers only used one book as teaching material. Secondly, students were less interested in the teaching material and rarely asked questions. The lack of student interest was due to the limited material that directly involved student activities. Therefore, the development of teaching materials was focused on adding student activities related to the Pancasila Student Profile values.
		“Development of a Pancasila Education E-Module Integrating the Pancasila Student Profile for Fourth-Grade Elementary Students”	El Ilmi et al., 2023	The research results show that validation by material experts achieved a score of 82.69%, which falls into the very valid category. Media experts gave a score of 86.36%, also very valid, and language experts provided a score of 83.33%, also categorized as very valid. Additionally, teacher response questionnaires showed a percentage of 81.66%, categorized as very practical, while student response questionnaires achieved an average percentage of 87.82%, also categorized as very practical. Based on these findings, the Pancasila Education e-module with content on constitution and societal norms meets the criteria for being very valid and very practical, making it suitable for use in Pancasila Education learning activities.
4.	Differentiated Learning	“Literature Study: The Importance of Differentiated Learning in the Era of the Merdeka Curriculum to Improve Students' Learning Outcomes”	Insani & Munandar, 2023	The research results indicate that differentiated learning can enhance the effectiveness of student learning and improve the learning outcomes they achieve.
		“Community Service Program (PKM) on Differentiated Learning for Early Childhood in Collaboration with IGTKI, Pesangrahan District, South Jakarta”	Irma Yuliantina, 2023	This study reveals that the effective implementation of differentiated learning for early childhood has a significant positive impact on children's overall development and success.

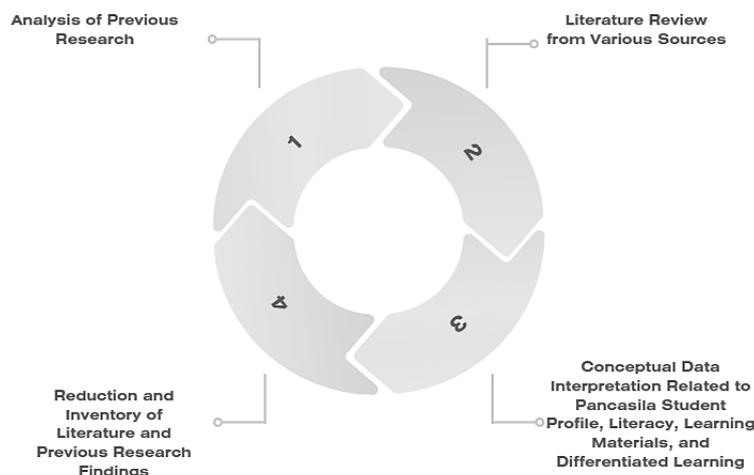
No.	Categorisation	Title	Name and Year of Publication	Result
		“The Merdeka Curriculum Based on Differentiated Learning from the Perspective of Islamic Education”	Muktamar et al., 2023	This research shows that differentiated learning provides students with the opportunity to select learning content that aligns with their understanding, skills, and knowledge.
		“Implementation of Differentiated Learning to Enhance Children's Motivation and Independence”	Yuliati, 2024	The research findings indicate that one strategy to increase students' motivation and independence is through the implementation of differentiated learning. This approach, tailored to the individual needs and interests of students, can enhance both their motivation and independence.
		“The Effect of Differentiated Learning Strategies on Literacy and Numeracy of Elementary School Students”	Fitriyana & Dewi Nirmala, 2024	This study reveals that differentiated learning strategies have an impact on students' literacy and numeracy. This approach can create an inclusive and supportive learning environment for all students, ultimately resulting in meaningful learning experiences for every participant.
5.	Pancasila Student Profile with Differentiated Learning	“Strengthening the Pancasila Student Profile Through Differentiated Learning in Social Studies Subjects at Driving Schools”	Martanti et al., 2022	The research results indicate that differentiated learning in social studies is implemented through differentiation in process, content, and product, all of which are aligned with the principles of differentiated learning.
		“Differentiated Learning Integrated with the Pancasila Student Profile as an Implementation of the Merdeka Curriculum”	Beny Dwi Lukitoaji & Mahilda Dea Komalasari, 2023	The findings reveal both supporting and inhibiting factors in implementing differentiated learning integrated with the Pancasila Student Profile.
		“The Effect of Differentiated Learning and the Pancasila Student Profile on Creative Thinking Skills in Subjects at SMAN 1 Porong”	Pratiwi, 2024	The implementation of differentiated learning integrated with the Pancasila Student Profile can stimulate the development of students' creative thinking skills, which are relevant to the demands of the 21st century.

No.	Categorisation	Title	Name and Year of Publication	Result
		“Differentiated Learning as an Effort to Strengthen the Pancasila Student Profile in the Merdeka Curriculum”	I Wayan Agus Sukmadana & Ni Wayan Sudarti, 2024	Differentiated learning is a teaching approach that employs various methods to meet the unique learning needs of each student, tailored to their individual characteristics and requirements.
6.	Differentiated Learning for Literacy	“Differentiated Learning Strategies to Improve Students' Comprehension Reading Literacy Skills”	E Fitriyana & Dewi Nirmala, 2024	The findings demonstrate a percentage increase after applying differentiated learning strategies. Students became more fluent in reading, capable of answering questions related to the book content, and able to write book reviews. Additionally, students confidently presented or shared their work in class.
		“Analysis of Differentiated Learning Implementation to Improve Students' Literacy and Numeracy in Elementary Schools”	Samsiyah, 2023	The research results indicate that differentiated learning through the STAR strategy can serve as a new approach to strengthening literacy activities across phases of habituation, development, and learning. This approach aims to enhance students' literacy and numeracy competencies.
		“Read-Aloud Strategy in Differentiated Learning to Improve Literacy for Slow Learners”	Beny Dwi Lukitoaji & Mahilda Dea Komalasari, 2023	The study highlights that comprehension of reading material and oral communication skills are critical components of literacy. The application of the read-aloud method in differentiated learning to improve literacy among slow learners in Grade II of SD Negeri Tunjung 1, Bangkalan Regency, yielded positive results. This was evidenced by an improvement in scores from an average of 13.33 (low category) in the first session to 56.70 (moderate category) by the fifth session.
		“The Effect of Differentiated Learning Strategies on Elementary Students' Reading Literacy Skills”	Ratri & Indriani, 2023	The findings indicate that differentiated learning strategies had a medium-level effect (0.6983) on students' reading literacy. Based on these findings, it can be concluded that differentiated learning strategies positively impact students' reading literacy skills.

### 3. Methods

The method used in writing this research is by using a literature review. The process of writing the article begins with analyzing and identifying the results of previous research by reviewing relevant theories about literacy, differentiated learning and the concept of Pancasila student profiles in the development of teaching materials. In this research, the author analyzed 26 articles indexed by DOAJ, Sinta and Google Scholar.

The stages of this research include four stages, including: (1) collecting relevant data related to the urgency of literacy, the use of teaching materials based on Pancasila student profiles with differentiated learning, its influence on literacy skills (2) researchers analyze and present the data that has been collected (3) researchers reduce and inventory data (4) then, researchers will conclude based on the results of valid and reliable data verification (Creswell, 2018). The stages in data processing and analysis can be seen in Figure 1.



**Figure 1. Data Management and Analysis**  
Source: Creswell (2018)

### 4. Results and Discussion

#### 4.1. Urgency of Literacy

Elementary school literacy is an important foundation for students' academic and social development. Literacy is also an important skill that forms a strong educational foundation (Fathinatusholihah et al., 2024). By improving literacy, students can more easily understand the subject matter and actively participate in the teaching and learning process. The importance of literacy in elementary schools can be seen from its effect on student learning outcomes. Students who have good literacy skills can have the capacity to interact socially and increase their desire to learn (Ratri & Indriani, 2023). Those with high levels of literacy tend to be more confident in communicating and collaborating with their friends. This shows that literacy can build positive social relationships in addition to helping in education.

Literacy is also said to contribute to the development of student character. Increasing literacy can contribute to reducing poverty and improving the quality of life of students (Hewi & Shaleh, 2020). In digital era, literacy is becoming increasingly important. Emphasizing that the National Literacy Movement aims to improve literacy skills (Aryanto et al., 2023). In improving literacy skills, there are six skills that students must have or known as the six scopes of literacy skills that have been conveyed by (Stewart et al., 2014). The following six skill areas can be seen in Table 2.

**Table 2. Six Literacy Skills**

Scope of Skills	Description
Speaking Ability	An important foundation for children in developing communication skills through oral language, especially in the pre-reading and early reading stages.
Phonological Awareness	Children should know that letters, the smallest units of sound, form words. Although they may not know it, it is important for them to understand how letters form words.
Print Awareness	When children are involved in reading activities, this awareness is seen. Children who are raised in an environment that loves reading books will understand that reading contains information with certain meanings.
Vocabulary	Children's vocabulary can be seen from their ability to identify objects, behaviors, emotions, and simple concepts around them. Children who have a wide vocabulary will have no difficulty understanding reading materials. Children acquire new vocabulary by reading more often.
Background Knowledge	Children who have the ability to understand their surroundings and interact with people around them, such as playing with friends and going around the house, will be better able to express what they know through social interactions.
Letter Knowledge (Literacy)	Children's ability to recognize letters includes understanding that each letter has a different shape and sound from each other.

It is hoped that these six skills will help children become literate. Therefore, the above reality shows that education policies must prioritize literacy in elementary schools, especially in the context of the Pancasila Student Profile.

**4.2. Pancasila Student Profile**

The goal of the Pancasila Student Profile is to develop students' character and skills in alignment with Pancasila values. This profile consists of six key dimensions: belief in God, appreciation for global diversity, self-reliance, teamwork, analytical thinking, and innovation. By following this profile, students can grow into individuals who are not only academically bright but also possess solid moral values and can make a positive impact on their community (Armini, 2024).

Enhancing one's character plays a vital role in shaping the Pancasila student identity. Studies have shown that education focused on Pancasila principles can enhance students' understanding of integrity and societal obligations. This aligns with the national education objective of nurturing a generation that possesses both intelligence and ethical virtues. Therefore, education based on Pancasila values aims to cultivate well-rounded individuals who demonstrate good character and can thrive in any setting. The six key traits outlined in the Pancasila Student Profile are as follows: (Damayanti & Al Ghozali, 2023; Irawati et al., 2022; Lubaba & Alfiansyah, 2022).

**Table 3. Key Elements of the Pancasila student profile**

Category	Subcategories
Faithful, God-fearing to the One Almighty God, and Noble Character	a) Religious morals
	b) Personal morals
	c) Morals towards humans
	d) Morals towards nature- State morals
Global Diversity	a) Recognizing and appreciating culture
	b) Intercultural communication skills in interacting with others
	c) Reflection and responsibility towards diversity experiences
Mutual Cooperation	a) Collaboration
	b) Care/Empathy
	c) Sharing
Independent	a) Self-awareness and situational awareness

	b) Self-regulation
Critical Thinking	a) Obtaining and processing information and ideas
	b) Analyzing and evaluating reasoning
	c) Reflecting on thoughts and thinking processes
Creative	a) Generating original ideas
	b) Producing original works and actions

The integration of the Pancasila student profile into the formal education curriculum is also very important. Research shows that an approach that combines intracurricular, co-curricular, and extracurricular activities can strengthen students' understanding of Pancasila values. Through activities that involve students in real experiences, they can learn to apply these values in their daily lives. Support from parents and the community greatly influences the success of character education (Wulandari et al., 2023).

However, the challenges in implementing the Pancasila student profile also need to be considered. Studies show that a lack of understanding of Pancasila values by educators and students can hinder the learning process. One of the impacts that can arise from a lack of understanding of Pancasila values is that many impacts can be experienced by students, such as not respecting religious differences, not maintaining unity, not respecting other people's opinions, and imposing other people's rights (Juri et al., 2020). Therefore, it is very important for teachers to be able to teach and instill Pancasila values effectively. One strategic step that can be taken is the development of teaching materials based on the Pancasila student profile.

#### 4.3. Teaching Materials Based on Pancasila Student Profiles

The use of teaching materials based on the Pancasila Student Profile in elementary schools can increase students' awareness of their national identity and social responsibility (Aisyah et al., 2023). Teaching materials that contain the values of the Pancasila student profile support the development of students at this time in the field of education which continues to develop (Heryani et al., 2022). In its application, teaching materials based on the Pancasila Student Profile not only convey information, but also create a comprehensive learning experience that combines knowledge with social and emotional skills. The learning process that prioritizes these values enables students to become individuals who are not only academically intelligent, but also able to think critically, creatively, and have empathy for others. Thus, teaching materials oriented to the Pancasila Student Profile function as a tool to instill and develop national character in every aspect of students' lives.

The results of several studies show that instilling Pancasila values or values contained in the Pancasila student profile can affect students, can help improve the understanding and character of students, especially students who have different abilities and understanding. With the implementation of the Pancasila student profile values, it is hoped that it can help these differences so that each child has the same opportunity so that their abilities can increase together. Therefore, as a teacher and prospective teacher, it is important for us to understand the different needs of each child. One way that can be done to overcome these differences is through differentiated learning and of course includes the values contained in the Pancasila student profile.

#### 4.4. Use of Pancasila Student Profile-Based Teaching Materials in Differentiated Learning

The use of teaching materials based on the Pancasila Student Profile in the context of differentiated learning in elementary schools is an innovation that aims to accommodate the diversity of learning needs of each student. This approach not only emphasizes academic or cognitive aspects, but also emphasizes character development and internalization of Pancasila values in students

(Noventue et al., 2024). By integrating these values into learning materials, it is hoped that students will be able to understand, appreciate, and apply these values in their daily lives. This will prepare them to face the various global challenges faced by today's young generation.

The advantage of the Pancasila student profile teaching materials lies in its ability to be adapted to various learning styles and levels of student ability, thus supporting a more effective learning process (Halimah et al., 2023). Therefore, each student is given the opportunity to choose the learning approach that best suits their individual needs and abilities. This approach encourages more active student involvement in the learning process and increases their motivation, because they feel that learning is done according to the way and speed they need. Thus, it is very important for teachers to develop teaching materials that can be adjusted to the specific needs of students in the context of differentiated learning. From some of the articles above, it can be seen that by implementing differentiated learning, it will not only improve their character but can also increase their insight and understanding in learning.

#### **4.5. The Influence of Pancasila Student Profile-Based Teaching Materials in Differentiated Learning on Students' Literacy Competencies**

The use of teaching materials based on the Pancasila Student Profile in differentiated learning has significant potential to improve students' literacy competencies. This approach not only focuses on mastering academic material, but also on character development and instilling Pancasila values that are relevant to students' daily lives. Thus, students not only develop into intelligent individuals, but also have integrity and social responsibility. One important element in differentiated learning is the ability to adjust teaching methods and materials according to the diverse needs and learning styles of (Meizar et al., 2023). Teaching materials based on the Pancasila Student Profile are designed to accommodate various levels of student ability, so that each individual can learn in the way that is most appropriate and effective for them (Solichah et al., 2024).

Teaching materials that integrate Pancasila values can support students in developing better literacy skills by providing relevant and meaningful contexts. In addition, the use of technology in the development of teaching materials based on the Pancasila Student Profile can also improve students' literacy competencies (Suprananto & Hikamudin, 2023). By utilizing digital media, students can access various sources of information and engage in more interactive learning. Research shows that the use of technology in learning can increase students' motivation and interest, which in turn contributes to improving their literacy competencies.

The development of teaching materials based on the Pancasila Student Profile in differentiated learning needs to be carried out continuously. Given the dynamic changes in society and the development of science, teaching materials must be updated to remain relevant to the needs of students and the challenges of the times. Thus, education in Indonesia can play a role in forming a generation that is not only academically superior, but also has a strong character based on Pancasila values. Overall, the influence of teaching materials based on the Pancasila Student Profile in differentiated learning on students' literacy competencies is very significant. With the right approach, it is hoped that students can develop the literacy skills needed to face the challenges of the current information era, as well as become individuals with character and responsibility.

## **5. Conclusion**

The study found that utilizing teaching materials rooted in the Pancasila Student Profile within differentiated learning positively impacts the literacy skills of elementary school students. It was concluded that incorporating Pancasila values into teaching materials enhances students' character

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development and emphasizes the significance of literacy in reading, writing, and critical thinking abilities.

Teachers can use differentiated learning to tailor their teaching materials and methods to suit the unique needs, skills, and interests of each student. This approach contributes to the growth of comprehensive literacy, focusing on more than just basic reading and writing abilities by promoting reflective and critical thinking, aligning with the values outlined in the Pancasila Student Profile, such as diversity, discipline, and social responsibility.

In general, incorporating the Pancasila Student Profile into educational resources enhances the creation of a diverse, values-based, and modern learning atmosphere that meets the needs of today. Tailored learning approaches that promote reading skills not only enhance students' academic abilities but also shape their character in line with the ideals of Pancasila, essential for cultivating a generation that is analytical, innovative, and possesses virtuous traits.

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