Design of Differentiated Learning Model Integrated with Local Wisdom Value to Improve Students' Understanding of Pancasila Profile

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Abstract: This study aims for designing learning models integrated differentiated with values wisdom local to improve understanding participant educate to Profile Pancasila Students. Background study This based on the importance present capable learning accommodate need Study individual at a time to plant values culture local in harmony with dimensions Profile Pancasila students, such as cooperation, independence, reasoning critical, creative, global diversity, and faithful and pious to God Almighty. Study This uses approach research and development (R&D) with the 4D development model (Define, Design, Develop, Disseminate). Subject study consists of from participant educate level education middle in areas that have riches culture strong local. Research results show that the learning model developed effectively in increase understanding participant educate to values in Profile Pancasila Students. This is proven with improvements with average score of pretest value of 63.7% to mark posttest by 83.6%. Integration of wisdom local in the learning process is also proven strengthen involvement students and improve relevance learning with life everyday. Findings This recommend application of learning models differentiate based on wisdom local as alternative innovative in education character in school.

Keywords: Differentiated Learning Model; Local Wisdom; Pancasila Student Profile

Introduction

Project Strengthening Profile Pancasila students are an integral part of implementation A purposeful Independent Curriculum For to form character participant educate in accordance with Pancasila values (Safitri et al., 2022; Sutisnawati et al., 2023). Development The Independent Curriculum is based on learning based on designed projects for developing soft skills and character participant educate, delivery material essential, as well as flexibility in implementation customized learning with ability individual participant educate, and context and content relevant local (Suardipa, 2023; Farliana et al., 2023; Hilmi el al., 2023). Profile student Pancasila is profile graduates who aim to show expected character and competency achieved and strengthened values noble Pancasila (Kholik et al., 2022; Yayuk et al., 2023). Characteristics curriculum independently carries out learning based on project (Akyol et al., 2022). Project means activities carried out in a way together with Topic and them in accordance needs, interests, experiences child through teacher guidance so that Can explore (Nisfa et al., 2022). Curriculum designed in accordance with development participant educate and emphasize development as Profile Pancasila students and based on competence, not limited to content (Kholidah et al., 2022).

For overcome problem said, then learning model is carried out differentiation.is a activity or the process for adapt system classroom learning with need learning and ability each student is different (Fitra, 2022). According

to guide development Project Strengthening Profile Pancasila students who aim for answer question big for participant educate, namely profile (competence) such as what do you want produced by the Indonesian Education system (Setiyaningsih & Wiryanto, 2022). Learning models differentiate is accommodating learning need every individual to gain experience learning and mastery to concepts learned (Kamal, 2021; Nurdini, 2021; Lupita & Hidajat, 2022). Learning differentiate can increase results Study students (Ahmad, 2024; Suwartiningsih, 2021; Iskandar, 2021).

Learning model differentiate is adjustment to interests, preferences learning, readiness students to achieve improvement results learn. However, more tend to accommodate learning strength and need Study student with independent learning strategies (Husni, 2018). Learning differentiate is accommodating learning need every individual to gain experience learning and mastery to concepts learned (Nurdini, 2021; Kamal, 2021; Lupita & Hidajat, 2022). Learning differentiate can increase results Study students (Kamal, 2021; Suwartiningsih, 2021; Iskandar, 2021).

One of the ways that can be used to help students in control class materials is with use of learning models differentiate based on mark wisdom local. That is in line with Rivalina & Siahaan (2020) who stated that that with integrate learning with wisdom local so can create capable learning give meaning for participant education. Education based on wisdom local give benefit real for student in matter understanding identity self, and connection with environment around (Naitili & Nahak, 2023). Local wisdom Indonesian society has system guiding values they for behave Good based on Pancasila. Use of learning models differentiate based on wisdom local make student play a role active in accordance with his interests and the teacher only plays a role as facilitator and motivator during the learning process ongoing, starting from involvement student in a way maximum in the appropriate learning process with profile Pancasila. Learning differentiates based on wisdom local is one of solutions that can apply by teachers.

Method

This study study research and development which aims to produce design learning models integrated differentiated with values wisdom local in frame increase understanding participant elementary school education towards Profile Pancasila Students. Research and development methods is method research used for producing product specific and test effectiveness product (Sugiono, 2018). The development used is a 4D development model. Development model consists of four stage is define (define), design (design), develop

(develop) and disseminate (distribute). This 4D model own excess among others the 4D model ends activity through dissemination activities, 4D model is not display activity implementation and evaluation, things This is due to the development stage of its activities always include making product (implementation), revision and evaluation.
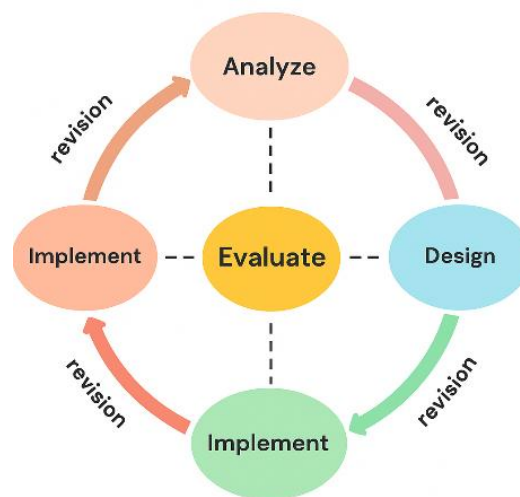

Figure 1. Research and Development Stage of the ADDIE model

In the research development this is what it is subject for trial is participant educate level education school basic in class IV. Trial subject's product aims as source collection of relevant data with quality from the learning model integrated differentiated with values wisdom local, for reach standard effective competence, and see response test subject to products that have been developed in the learning process. Data analysis techniques used in the research are descriptive data analysis, namely with effective data in use of learning models integrated differentiated with values wisdom local. Data analysis techniques used quantitative and qualitative analysis. For seeing understanding participant elementary school education towards Profile Pancasila students are used pretest and posttest questions. Analysis increase results Study from pretest and posttest use N-Gain score.

Result and Discussion

This study is study development (Research and Development) which aims to produce learning models differentiated that integrates values wisdom local, as well as test validity, practicality and effectiveness in increasing understanding Profile Pancasila students' students' school basis. The model was developed using modified 4D (Define, Design, Develop, Disseminate) approach until Develop stage.

Define and Design Stage
Define Stage (Analysis) Need)

Define stage aims to identify needs and problems learning in the field. The Design Stage designs the learning model based on results analysis needs that are obtained from This is the Define stage can seen in Table 1.

Table 1. Results of Teacher and Student Needs Analysis

Aspects Analyzed	Key Findings	Percentage (%)
Teachers' understanding of learning differentiate	Majority Not yet understand draft differentiation	75
Implementation learning differentiates	Not yet implemented in a systematic way in class	80
Value integration wisdom local in learning	Not programmed and not explicit	90
Understanding student to Profile Pancasila Students	Low and not yet internalized	80
Need towards learning models contextual	Teachers say they really need it	100

Analysis results need show existence gap between policy learning differentiate and implement in the field. Teachers have not understood in a way deep How apply approach differentiated. While that, values wisdom local Not yet used as source learning, even though environment around the school is very rich in culture and values local. In addition, understanding students to Profile Pancasila students is still low, which is visible from lack of ability students in express values such as cooperation, tolerance, and independence in context real.

Based on results findings obtained at this stage *define*, which includes identification problem learning at school basic, teacher needs for approach differentiation, as well as lack of integration values local in the learning process, then formulated and arranged a design of learning model that has characteristics special. This model expected capable answer challenge the with offer a systematic, contextual, and strengthening - oriented approach values Profile Pancasila students through integration between learning differentiate and wisdom local. As for the main characteristics from the learning model developed are as following (Table 2).

Design Stage (Learning Model Design)

Table 2. Learning Model Design Differentiate Based on Local wisdom

Component	Description
Model Name	Differentiated Learning Model Based on Local wisdom
Objective	Increase understanding and internalization values Profile Pancasila students through learning contextual
Theoretical basis	Differentiation theory learning (Tomlinson), theory constructivism, education based on character and culture
Main Approach	Differentiation of content, process and product
Source Contextual	Values wisdom local Acehnese (cooperation, deliberation, respecting parents, love environment, etc.)
Learning Steps	a. Mapping Profile Study student b. Identification mark local c. Differentiation material, process, product d. Reflection mark Profile Pancasila Students
Excellence Activities	a. Discussion group about local culture b. Project to make local folklore c. Simulation deliberation class d. Poster of Pancasila values in Acehnese culture
Assessment	Assessment formative and summative based on performance, including projects and observations attitude
Expected Output	Improvement understanding student to values Profile Pancasila students in context real

Designing this model puts forward principal flexibility, where students give room choice and support in accordance with readiness, interest, and profile Study them. Values local lifted as integral part in content learning, so that student Study about culture they Alone while internalize Pancasila values such as cooperation, tolerance and love environment. Steps learning made structured However adaptive, started from identification need student until reflection to mark characters learned.

Develop Stage
Model Validation Test

Validation test process for the developed learning model done in a way systematic with involving experts

who have competence in the field learning differentiated, education character and culture local, with objective For evaluate suitability, suitability content, clarity model structure, integration values wisdom local, as well as its integration with dimensions Profile Pancasila students, so that the model can declared valid and eligible For implemented at the stage development next in context learning at school base.

Table 3. Results of the Model Validation Test Stage

Rated aspect	Maximum Score	Score Average	Category
Compliance model syntax with theory	4.0	3.6	Valid
Integration of local wisdom values	4.0	3.8	Very Valid
Relevance with dimensions Profile Pancasila Students	4.0	3.9	Very Valid
Completeness of model devices (teaching modules, LKPD, teaching books, instruments)	4.0	3.7	Valid
Clarity step implementation	4.0	3.8	Very Valid

Table 3 serves learning model validation test results integrated differentiated with values wisdom local, which aims for increasing understanding student to Profile Pancasila students at the level school basis. Validation is carried out by experts. through evaluation towards five aspects main with score maximum 4.0% for every aspect. Aspect first to be assessed is conformity model syntax with theory, which earned an average score of 3.6% and entered in category *valid.* This shows that steps in the model are already Enough in accordance with theories learning that becomes the basis, although still allow done refinement more Next. Aspects second is integration mark wisdom local, which gets average score of 3.8% and is categorized as *very valid.* This shows that values culture local has succeed integrated in a way Good to in the learning model, making it more contextual and meaningful for students.

Next, the aspect relatedness with dimensions Profile Pancasila students get scores the highest, namely 3.9% with category *very valid.* This indicates that the model can accommodate and strengthen formation of character student in accordance with six dimensions Profile Pancasila students, such as cooperation, independence, creativity, and critical reasoning.

Aspect fourth is completeness model devices, which include teaching modules, LKPD, textbooks, and instruments assessment. Aspects This obtained an average score of 3.7% with category *valid,* indicates that completeness device learning Already good and support implementation of the model, but still can improved on several elements. Lastly, the aspect clarity step implementation gets score 3.8% and enter in very valid category, which shows that procedure implementation of the model is sufficient clear and easy followed by the teacher in context real classroom learning.

In general, overall, results validation with the average score of 3.76% is categorized as valid show that learning model This worthy for implemented in learning differentiated in elementary school, especially Because his strength in integrating values local and build character student through a systematic and contextual approach.

Test the Practicality of the Model

Practical test stage of the model is step important in the process of developing learning models, which aims to know to what extent the model is easy used, understood, and applied by users main — in matter this is teacher and student school basic. Practicality test This implemented after the model is declared valid by experts, and before implemented in a way more area. In the practicality test, the instrument in the form of questionnaire is used for gathering response from teachers and students to aspects important from the model, such as convenience usage, clarity guide, implementation activity learning, power pull activities, as well as relevance material with condition local students. Questionnaire arranged in form Likert scale 1–4, where the score is more tall show level more practicality Good.

Table 4. Results of the Model Practicality Test (Teacher and Student Responses)

Rated aspect	Score Average Teacher	Score Average Student	Category
Convenience of models in the learning process	3.7	3.6	Practical
Clarity steps learning	3.8	3.7	Very Practical
Compliance material with condition local student	3.9	3.8	Very Practical
Attractiveness activity learning based on wisdom local	3.8	3.9	Very Practical
Convenience students understand mark Profile Pancasila Students	3.6	3.7	Practical

Practical test results show that both teachers and students give positive responses to implementation of the developed learning model. Aspects convenience the use of the model obtained an average score of 3.7% from teachers and 3.6% from students. students, which indicates that the model is classified *practical* and can applied with fluent in class. Aspects clarity steps learning and conformity material with context local get score high (3.8%–3.9%), indicating that the teacher feels helped with channel systematic learning, and students feel the material presented relevant with life daily them. While that, power pull activity learning, such as project culture, games traditional, and discussion mark local, scored very high from students 3.9%, indicating that approach This capable increase participation and interest Study students. Aspects convenience student understands mark Profile Pancasila students also demonstrated good results, with score 3.7% which means that integration values such as cooperation, independence, and love culture can delivered in a way effective through this model.

Based on results said, it can conclude that learning models differentiate based on wisdom local rated practical and feasible used in the field. This model not only easy understood and implemented by teachers, but also interesting, relevant, and helpful student in understand values character the nation reflected in Profile Pancasila Students. With Thus, this model can be continued to effectiveness test phase or implementation wider.

Effectiveness Test (Limited)

At the stage of this, effectiveness test limit is done to know the extent of the learning model integrated differentiated values wisdom local effective in increase understanding Profile Pancasila students' school basic. This test is step advanced after the model is stated *valid* and *practical and* aims to see impact real application of models in context classroom learning. Effectiveness tests are done on a small scale (limited), for example in one or two classes at one of the partner elementary schools, using pretest- posttest one group design. This means that before the model is applied, students are given a pretest for measure understanding beginning to values in Profile Pancasila Students. After learning in progress with the developed model, students are given post tests for measure improvement understanding.

Table 5. Effectiveness Test Result Data (Limited)

Rated aspect	Pretest Average Score	Posttest Mean Score	Category
Understanding mutual cooperation values	67.0	87.5	Increase
Understanding mark independent	65.3	84.2	Increase
Understanding mark reason critical	61.7	82.1	Increase
Understanding mark creative	60.8	80.6	Increase
Understanding mark global diversity	63.5	83.7	Increase
Overall average	63.7	83.6	Effective (increase real)

Effectiveness test results show that there is significant improvement across the board dimensions Profile Pancasila students after students follow learning with the developed model. For example, understanding students to the value of cooperation increases from score 67.0% to 87.5% and value creative increase from 60.8% to 80.6%. Overall average mark posttest 83.6% showed existence a real improvement compared with pretest score 63.7%. Improvement This indicates that learning differentiated by containing wisdom local it turns out capable build connectedness between material learning and experience life students, so that values character you want formed can more easily understood and applied by students

Based on the results obtained, it can be concluded that the learning model developed effectively in increasing understanding students to values Profile Pancasila Students. The effectiveness of this model is seen from improvement results Study student in all aspect assessment, so that the model is feasible for tested more carry on in a larger scale wide or in context learning different.

Based on results study This reinforced with study previously stated that approach learning differentiates influential to results Study students (Herwina, 2021; Nawati et al., 2023). This is seen from improvement in understanding students to the material being studied. With learning differentiate student seen in a way active in the learning process, so motivation student in Study increased (Jumiarti & Kurniawati, 2023; Pratama, 2022). Research other state that approach learning differentiate can increase skills like breakdown problems and cooperation student in learning (Fitra, 2022; Sutrisno et al., 2023). In a differentiated class, the teacher formerly does assessment beginning with objective know ability students, so that teachers can plan for design and modify learning in accordance readiness child, interest child, knowledge previous and style learning (Hidayat et al., 2022; Melindawati et al., 2021). Teacher as executor learning must carry out learning in a way planned so that come true atmosphere learning process come true

where the teacher functions as facilitator that enables learning in a way in groups (Romanti & Rohita, 2021; Safitri & Dafit, 2021). Research others proves that learning differentiation can increase results learning for students through categorizing skilled students, taking advantage of developed material in a way variation and harmony with students' abilities, as well carry out approach (Ilmiyati & Maladona, 2023; Syarifuddin & Nurmi, 2022). Learning differentiates influential skills to think critical and creative something new (Laumarang et al., 2023; Muhlisah et al., 2023).

Implementation planting values Pancasila in education character in school base can implemented with various how to, start from habituation behavior positive in the environment school until entering values character to in the learning process Implementation education characters in the environment school basic, including stage ceremony flag on the day Monday, memorize songs national, working together in guard environment school, respect and appreciate every difference from individual (Akidah, 2017). In addition, of course in learning differentiation applied by teachers is not off from planting characteristics the values of Pancasila, because good education not only teach knowledge of participants educate will but also educational character participant educates become knowledgeable and virtuous human being noble character (Herwina, 2021). Therefore, it is necessary to plant dimensions Profile Pancasila students in learning differentiation based on wisdom local, participants educate get chance for know more Lots about wisdom local that is around they. This is giving impact for growth character participant educate specifically related with global diversity with element key know and appreciate culture, ability communication intercultural interact with fellow, reflection and responsibility answer to experience diversity. Not only that, learning differentiation based on wisdom local should capably be applied in all eye lessons so that can realize profile student Pancasila students. In line with this matter, Kaimuddin (2019) stated that matters most important in excavation character nation is excavation and reinforcement to treasury culture national through learning based on wisdom local. With learning differentiation based on wisdom local besides can increase results learning is also capable increase character participant educate.

Conclusion

Study This produces a learning model integrated differentiated with values wisdom local, which is proven effective in increase understanding participant educate to dimensions Profile Pancasila Students. The developed model through 4D stages (Define, Design, Develop, Disseminate) are capable accommodate need learning diverse and making learning more contextual as well as meaningful for participant educate. Results of implementation show existence significant improvement from the average pretest value was 63.7% posttest by 83.6%. Increase This reflect better understanding Good to values such as cooperation, independence, reasoning critical, creative, global diversity, and piety to God Almighty. Integration of wisdom local not only strengthens educational character but also improves relevance learning with environmental culture students. Therefore that, this model recommended for applied in a way is wider as effort to form profile students in harmony with Pancasila values in context local.

Author Contributions
Sukirno is responsible for compiling learning tools, Makhroji compiles validation instruments and carries out observations at schools, while Rizky Nafaida compiles instruments to measure the profile of Pancasila students.

Conflicts of interest
The authors declare that there is no conflict of interest regarding the publication of this paper

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