

The Effectiveness of Differentiated Instruction in Elementary School Subject: Teachers' Perceptions

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Abstract: The Effectiveness of Differentiated Instruction in Elementary School Subject: Teachers' Perceptions. Objectives: This study aims to explore teachers' perceptions of differentiated instruction in the Pancasila Education subject in Elementary Schools and its impacts, benefits, and challenges. **Methods:** The data collection was conducted by using a survey method by distributing the questionnaires to 801 respondents followed by semi-structured interviews. Furthermore, the data were analyzed by using the quantitative descriptive analysis techniques and Spearman correlation tests to determine the relationship between the implementation of differentiated instruction and the aspects of teachers' perceptions. Meanwhile, the results of the interviews were analyzed by using a descriptive qualitative approach. The elementary school subject referred to in this study is Pancasila Education. **Findings:** The results of the study indicated that the teachers have implemented the differentiated instruction in the Pancasila Education subject through differentiation of content, process, and product. Furthermore, the differentiated instruction was able to meet the students' learning needs and improve motivation, participation, and learning outcomes in the Pancasila Education subject in Elementary Schools. The teachers overcame the problems in adopting differentiated instruction, including lack of understanding of this approach, difficulty in conducting diagnostic testing and high number of students. **Conclusion:** The differentiated instruction in teachers' perceptions can help improve the students' motivation, participation, and learning outcomes. In addition, it also helps teachers in meeting their students' learning needs.

Keywords: perception, differentiated learning, pancasila education, elementary school.

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■ INTRODUCTION

Education plays an important role in shaping the next generation who have character, morals, intelligence, and are able to adapt well to the wider community (Banks, 2017). Thus, the elements of character education must be applied in the education system. Character education emphasizes the development of basic moral values, such as caring, honesty, fairness,

responsibility, and respect for oneself and others (Heidari et al., 2016). This process is carried out systematically and comprehensively to instill the good moral values (Birhan et al., 2021). Schools here act as one of the main institutions responsible for preparing students, both academically and morally (Birhan et al., 2021). Teaching character or moral values from an early age has a major impact on children's social interactions. Research

shows that children who learn morals from an early age tend to be harmonious in social relationships, while those who do not often face various problems such as juvenile delinquency, lack of respect, and other social problems (Amollo & Lilian, 2017).

Obviously, schools have an important role in implementing holistic character education in instilling values such as responsibility, honesty, fairness, and tolerance into everyday educational practices (Tzianakopoulou & Manesis, 2018). These values help build respect for life, family, culture, and country, so that students are ready to make meaningful contributions to their communities (Cheung et al., 2021; González & Surikova, 2022). This is in line with the teaching of civic values concepts such as politeness, tolerance, and neighborliness that emphasize the importance of contributing to the public good through moral and intellectual engagement, thereby maintaining the health of a democratic society (Peterson, 2020; Tan et al., 2018).

In Indonesia, especially at the elementary school level, the principles of character and civic education are integrated through the Pancasila Education subject, in accordance with the Decree of the Minister of Education, Culture, Research, and Technology Number 56 of 2022. Pancasila education is one way to instill a moral and broad-minded personality in national and state life (Benawa & Sihombing, 2023). It balances cognitive and character dimensions, including nationality, citizenship, democracy, human rights, and civil society, and applies the principles of democracy and humanist education (Benawa et al., 2023). However, in the field, there is still a gap between the ideal learning objectives and their implementation. One of the challenges faced by teachers is the diversity of student characteristics, both in terms of abilities, interests, and learning styles. In this situation, differentiated instruction can be a relevant solution to accommodate differences between students (Magableh &

Abdullah, 2022). This approach emphasizes the importance of adapting teaching to suit the unique characteristics of each student, including their abilities, interests, preferences, and readiness levels (Magableh & Abdullah, 2020). Differentiated instruction allows teachers to adjust the learning process so that each student can achieve the optimal results by providing tailored learning opportunities for all students (A. Roiha & Polso, 2021). In this approach, students are at the center of learning planning, with teachers designing activities that suit their learning styles, abilities and preferences (Mohamed et al., 2025).

In fact, differentiated instruction has been shown to be effective in creating an inclusive and supportive learning environment, where students are empowered to learn at their own pace and ability (Nychkalo et al., 2020). This is different from the traditional approach which tends to use a one-size-fits-all method (Yavuz, 2020). In the traditional approach, teachers tend to teach the same way to all students, regardless of their differences in ability or interest. As a result, students who have the different learning styles or levels of understanding may have difficulty following the subject matter. In contrast, a differentiated approach allows teachers to provide adjustments to the material and learning process according to the needs of the learners (Rijal et al., 2025). This can help students learn better because they can choose the level of difficulty of the learning material based on their abilities. Slow students can choose simpler learning materials while faster students can choose more complex learning materials (Ardiawan et al., 2024). Then, teachers can also offer various learning activities or instructions that challenge students to think critically and take responsibility for their learning (Lazonder et al., 2021). They are encouraged to produce final products that provide opportunities for students to demonstrate what they have learned through various means,

such as written reports, collages, vlogs, or podcasts (Kahmann et al., 2024). By providing variation in how they demonstrate their understanding of the material, students feel more engaged and motivated to learn. This flexibility is what can meet students' needs so that they are more relaxed and confident in their learning abilities (Ardiawan et al., 2024). Furthermore, differentiated instruction will further increase teachers' awareness and knowledge of students' self-identification because this approach begins with knowing the academic and social diversity of students so that instructions can be effectively differentiated based on this diversity (Yavuz, 2020).

Based on the explanation above, it can be seen that the implementation of differentiated instruction in Elementary Schools is very important. Several studies that have been conducted on the application of differentiated instruction in elementary schools have shown the positive results, for example, Achmad et al., (2024) examined how differentiated instruction can improve reading skills in elementary schools. Then, the research conducted by Kahmann et al. (2024) in elementary schools in the Netherlands showed that the application of differentiated instruction during science and technology learning helps increase the students' curiosity and creativity. Finally, the research conducted by Eysink et al. (2017) proved that the application of differentiated instruction with the STIP (Collaboration during differentiation in Task, Content, and Process) approach helps improve collaboration skills and knowledge acquisition with a strong focus on 21st century skills. These studies showed that the differentiated approach has great potential to be widely applied in elementary schools. However, the studies that specifically explore how teachers perceive differentiated instruction in the Pancasila Education are still limited. Therefore, this study fills the gap in the existing literature by focusing

on the teachers' perceptions of differentiated instruction in Pancasila Education in elementary schools.

This study aims to explore teachers' perceptions of the implementation of differentiated instruction in the Pancasila Education subject in elementary schools. By understanding teachers' perceptions, it is hoped that the benefits, factors that influence the implementation of differentiated instruction and obstacles faced can be identified. In addition, this study aims to provide practical recommendations for the development of more effective learning strategies that are in accordance with the needs of students in the context of Pancasila Education.

By providing the new insights into teachers' perceptions, this study contributes to the academic literature on differentiated instruction, especially in the context of Pancasila Education in Elementary Schools. In addition, the results of this study are expected to provide an in-depth picture of the use of differentiated instruction and the potential for its wider implementation at the elementary school level. Moreover, these findings are expected to be the basis for the development of a curriculum and teaching strategies that are more responsive to the diverse needs of students, so that Pancasila values can be instilled more effectively.

■ **METHOD**

Participants

This study involved 801 elementary school teachers from various schools in Padang City and Padang Pariaman Regency as the population and research sample. The elementary school subject referred to in this study is Pancasila Education. The sample was selected by using a random sampling technique expected to provide representative results and describe the diverse perceptions. To overcome potential bias, such as limited access to technology, the technical guidance was provided for respondents.

Research Design and Procedures

This study used a quantitative survey design with a descriptive approach. The data collection was carried out for approximately 2 months, starting with a Google Form-based survey to obtain quantitative data, followed by semi-structured interviews to deepen the survey results.

Instrument

The research instrument was a questionnaire based on a 4-point Likert scale, namely Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) which aims to encourage respondents to provide firm opinions according to the objectives of the survey. The questionnaire was adapted from Coubergs et al. (2017) and Al-Shaboul et al. (2021). The instrument validity was tested by using the Pearson Coefficient with significant results ($p = 0.01$), while the reliability was tested using Cronbach’s Alpha with a value of 0.93 indicating high reliability. In addition, the semi-structured interviews were used to explore the qualitative data.

Data Analysis

The data were analyzed by using the quantitative descriptive techniques. The

descriptive statistics, such as average (mean), frequency, and percentage were used to provide an overview of teachers’ perceptions of differentiated instruction. In addition, the Spearman Correlation test was used to determine the relationship between the implementation of differentiated instruction and several aspects of teacher perceptions, such as increasing motivation, participation, and meeting student needs. This test was used because the data collected was on an ordinal scale in the form of a Likert scale and aimed to see the relationship between these perception variables. For interview results, the data were analyzed using a descriptive qualitative approach.

RESULT AND DISCUSSION

Implementation of Differentiated Instruction in Pancasila Education Subjects in Elementary Schools

Regarding the implementation of differentiated instruction in Pancasila Education subjects in Elementary Schools, the findings showed that most teachers have attempted to implement this approach in learning as seen in the following table:

Table 1. Implementation of differentiated learning in pancasila education subjects in elementary schools

N	Minimum	Maximum	Mean	Std. Deviation	Frequency/Percentage			
					SD	D	A	SA
801	1	4	3.42	0.523	2 (0.2%)	6 (0.7%)	450 (56.2%)	343 (42.8%)

Table 1 shows that most teachers stated that they implemented differentiated instruction in Pancasila Education learning with 56.2% choosing “agree” and 42.8% choosing “strongly agree”. The average (mean) of 3.42 shows that the implementation of differentiated instruction is quite high among teachers although there is still variation in its implementation as reflected in the

standard deviation of 0.523. This implementation helps produce ideal students according to the Pancasila Student Profile (Hasanah et al., 2022).

The implementation of differentiated instruction involved several stages, namely, determining criteria, for example based on knowledge and skill abilities; conducting diagnostics based on selected criteria; dividing

students into groups; determining differentiation methods and techniques, developing differentiated tasks; implementing differentiated approaches at various stages of learning; evaluating results (Nychkalo et al., 2020). This means that teachers must dynamically adjust the learning process to meet the diverse performance of students. This also requires teachers' creative abilities in designing learning transformations to accommodate a wide spectrum of abilities and characteristics (Santoso et al., 2022).

The application of differentiated instruction can be applied through the differentiation of content, process, and product (Langelaan et al., 2024) Kahmann et al. (2024) argues that teachers can adjust several elements of the lesson to respond to children's needs. Content differentiation refers to the ideas, concepts, and mechanisms of the material that children learn. For example, teachers can narrow or expand the material. Then, when teachers differentiate the process, teachers can provide different learning activities or instructions, according to students' needs (Lazonder et al., 2021). Teachers can also differentiate products by providing opportunities for students to create products according to what they have learned in different ways, for example a teacher can give students the opportunity to convey their learning conclusions either through written reports, collages, vlogs, or podcasts (Kahmann et al., 2024).

Similar things were also expressed through the interviews, where the application of content differentiation was carried out by providing a variety of materials in the form of images, videos, and songs. In terms of the process, the teachers facilitated the various learning activities, for

example, the students with higher abilities made simple case studies on the application of Pancasila in their surroundings. Meanwhile, other students formed groups to make posters depicting mutual cooperation activities. The duration of the assignment was also adjusted to their respective learning speeds. Then, in product differentiation, the students were given the freedom to produce work according to the learning material such as essays, videos, poems, and others. The teachers also revealed that through this approach, the students felt that learning was more enjoyable, active, and helped them understand the learning material better.

Although the majority of teachers felt the benefits of differentiated instruction, there were 0.7% choosing "disagree" and 0.2% choosing "strongly disagree" with the application of differentiated instruction in Pancasila Education. Regarding this, Eysink et al. (2017) revealed that many teachers have not mastered complex teaching skills, including differentiation skills, and that the majority of teachers have difficulty adjusting their instructions. Roiha (2014) also stated that the most common concerns that arise from teachers when trying to differentiate, refer to organizational issues, such as time and class management.

Differentiated learning improves students' motivation in learning Pancasila education

The results of the data analysis showed that the teachers had a positive perception of the effects of differentiated instruction to increase the student motivation in learning Pancasila Education. This can be seen in the table below

Table 2. Teachers' perceptions of the influence of differentiated instruction to increase student motivation in learning Pancasila education

N	Minimum	Maximum	Mean	Std. Deviation	Frequency/Percentage			
					SD	D	A	SA
801	1	4	3.41	0.524	2 (0.2%)	7 (0.9%)	453 (56.6%)	339 (42.3%)

Table 2 shows that differentiated instruction is considered to be able to increase student motivation with 56.6% of participants “agree” and 42.3% “strongly agree”. The average of 3.41 indicates that most teachers see a positive impact of this approach on student motivation, and the low standard deviation (0.524) indicates that teachers’ perceptions are relatively consistent. Differentiated Instruction (DI) is an educational approach that considers individual differences among students and aims to provide tailored learning opportunities for all students (Reis & Renzulli, 2015). The flexibility of DI that allows all students with different needs, interests, levels, and learning styles to access learning in different ways according to their needs. It helps increase their motivation, collaboration, and happiness in the learning process (Sapan & Mede, 2022). In the context of Pancasila Education, this approach helps students understand national values more relevantly and in accordance with their personal experiences, so that they are more involved in learning (Ardiawan et al., 2024; Hapsari et al., 2018). For example, when learning about Pancasila, it is linked to students’ personal experiences or real issues they face. Their understanding and involvement increase significantly. This strengthens the connection between Pancasila values and the students’ real lives so that they feel more empowered and involved in the learning process. The results of the interviews with the teachers also support this

view, where through differentiated instruction, the students felt more cared for and became active because the tasks and learning delivery were given according to their interests. They were very motivated in learning as seen from their high enthusiasm during the learning process.

However, there were 0.2% of teachers who “strongly disagree” and 0.9% who “disagree” who had the perception that this approach did not have a positive impact on student motivation. This can be caused by several factors, such as the wrong focus on the use of test results that only emphasize students’ weaknesses without supporting their strength-based learning (Gunnulfson & Møller, 2017). In addition, gaps in the implementation of formative assessments and certain students’ preferences for individual learning compared to collaboration can also be the reasons why this approach is less effective in increasing motivation (Brevik et al., 2018; Gaitas & Alves Martins, 2017).

Differentiated learning increases student participation in learning Pancasila education

Differentiated instruction according to teachers is a means to accommodate the diversity of student needs in the learning process. This approach in learning Pancasila education aims to increase the active participation of the students while strengthening their understanding of learning. This can be seen in the following table.

Table 3. Teachers’ perceptions of the effects of differentiated instruction to increase the student participation in learning Pancasila Education

N	Minimum	Maximum	Mean	Std. Deviation	Frequency/Percentage			
					SD	D	A	SA
801	1	4	3.39	0.522	2 (0.2%)	8 (1%)	470 (58.7%)	321 (40.1%)

The table above shows that differentiated instruction is considered capable of increasing student participation, with 58.7% of respondents

“agreeing” and 40.1% “strongly agreeing”. An average of 3.39 indicates that teachers generally believe that this approach is effective in increasing

participation with a relatively low response variation, namely a standard deviation of 0.522. By paying attention to the students' interests and preferences, a learning environment will be created that makes students feel valued (Eysink et al., 2017). The learning process is designed in a differentiated manner by providing "respectful" tasks to students according to their learning profiles (Iqbal et al., 2020).

Based on the interviews, the teachers revealed that the students actively participated and collaborated during learning because they can produce different works according to their respective group choices. Through presentations of results, they can also share information about their group's learning assignments. In this context, it means that differentiated instruction also encourages collaboration among students through systematically designed learning activities. This procedure creates individual accountability and a sense of positive interdependence, thus encouraging a learning atmosphere in which students actively participate (Van Dijk et al., 2016).

The same thing was also expressed by Rijal et al. (2025) where to support this active participation, teachers can use various differentiation strategies, such as the use of visual aids, graphics, or digital devices that can make it easier for students to understand learning concepts. Teachers can also involve students in a group discussion so that students can exchange ideas, deepen their understanding of the material, and increase involvement. Furthermore, tiered assessments allow students to show their development according to their respective

abilities, while demonstrations of learning outcomes encourage students to express their understanding in creative ways both individually and in groups. In addition to increasing student involvement, differentiated instruction also strengthens the role of teachers as facilitators. Teachers must continue to monitor and adjust learning methods so that all students, including those who need more support, can be involved in the learning process. This strategy includes providing challenges for students with better understanding and additional support for those who are having difficulties. This allows all students to be involved in solving problems in learning effectively (Anggoro et al., 2024; Rijal et al., 2025).

However, there were 0.2% of respondents "strongly disagreed" and another 1% "disagree" with the benefits of differentiated instruction to increase the student learning participation. Although the teachers felt comfortable with general planning and flexible grouping, they had difficulty in providing a variety of learning activities and appropriate instructions to support active student participation (van Geel et al., 2019).

Differentiated learning is able to meet the learning needs of each student

Differentiated instruction is designed to meet the students' learning needs by considering student diversity. This approach seeks to create meaningful learning experiences, where each student can develop their best potential according to individual needs. The following is a description of teachers' perceptions of the influence of learning in meeting students' learning needs.

Table 4. Teachers' perceptions of the effects of differentiated instruction to meet the students' learning needs in learning Pancasila Education

N	Minimum	Maximum	Mean	Std. Deviation	Frequency/Percentage			
					SD	D	A	SA
801	1	4	3.34	0.532	3 (0.4%)	14 (1.7%)	489 (61%)	295 (36.8%)

Based on table 4, the majority of the teachers feel that differentiated instruction is able to meet students' learning needs, where 61% "agree" and 36.8% "strongly agree". The average of 3.34 indicates a positive perception, but there is relatively small variation in teachers' views as reflected in the standard deviation of 0.532. Differentiated instruction provides a significant opportunity to create a fair learning experience that emphasizes student needs and encourages (Iqbal et al., 2020). To do this, the teachers need to identify student needs first to decide what adjustments are needed in learning (Kahmann et al., 2024). The interview results showed that the teachers used the cognitive and non-cognitive diagnostic assessments to identify the students' needs. Cognitive diagnostic assessments usually contain several questions to determine student competencies regarding learning materials such as the application of Pancasila principles in everyday life. Meanwhile, non-cognitive diagnostic assessments are used to find out how students like to learn, their interests, and students' social emotional conditions. Furthermore, teachers will make adjustments based on the results of this assessment. Below is an of a diagnostic assessment used by teachers.

The figure displays two sections of a diagnostic assessment worksheet. The left section, titled "TENTANG AKU" (About Me), includes questions about learning preferences (e.g., "KEDAPAN BELAJAR YANG TIDAK SAMA SOROKAN ALAMNYA") and Pancasila principles. The right section, titled "ASESMEN DIAGNOSTIK KOGNITIF" (Cognitive Diagnostic Assessment), contains multiple-choice questions about Pancasila principles (e.g., "Makah lambang kita ke 5?", "Bunyi sila ke 5 adalah...") and open-ended questions about Pancasila principles (e.g., "Bunyi sila Pancasila yang menggambarkan perwujudan adalah..."). The worksheet is decorated with colorful borders and a trophy icon.

Figure 1. Example of diagnostic assessment in Pancasila education learning

Furthermore, according to the teachers, this adjustment helped the students understand the

material better because they got learning that suits their preferred learning style. It can be seen in the following figure. This means that differentiated instruction allows students to access learning with various methods and increases student comfort. In addition, unlike traditional approaches that are usually homogeneous, differentiated instruction emphasizes the development of students based on their unique attributes. This strategy involves various ways in which teachers actively adapt, modify, and change teaching methods to meet the needs of students in heterogeneous classes (Achmad et al., 2024). By this approach, learning starts from the current student level, provides relevant learning experiences, and improves the fulfillment of students' overall needs (Mohamed et al., 2025).

However, there were 0.4% of teachers "strongly disagree" and 1.7% of teachers disagree with the fulfillment of learning needs that can be achieved through differentiated instruction. This is for example because when examining the students' needs, the teachers mostly relied on their general impressions to identify children's readiness, affective needs, and behavior without using the appropriate diagnostic assessments. It makes it difficult to meet students' needs appropriately (Kahmann et al., 2024). Then, practical constraints such as classes that are too large, limited time, and high teacher workloads, which reduce teachers' ability to manage differentiated instruction (Al-Shaboul et al., 2021).

Differentiated learning improves learning outcomes of Pancasila education

Differentiated instruction is expected to improve the students' learning outcomes. Through this approach, the students are expected to gain a deeper and more relevant understanding. The following is a table showing teachers' perceptions of the influence of differentiated instruction on student learning outcomes

Table 5. Teachers' perceptions of the effects of differentiated instruction to improve the students' learning outcomes in pancasila education

N	Minimum	Maximum	Mean	Std. Deviation	Frequency/Percentage			
					SD	D	A	SA
801	1	4	3.35	0.524	3 (0.4%)	10 (1.2%)	493 (61.5%)	295 (36.8%)

Based on the table above, 61.5% of teachers “agree” and 36.8% “strongly agree” that differentiated instruction can improve student learning outcomes. An average of 3.35 indicates a fairly strong belief among teachers that this approach has a positive impact on student learning outcomes. The relatively small standard deviation (0.524) indicates that respondents' views on this matter tend to be consistent. By adjusting instructions to accommodate student differences in terms of readiness, background, culture, interests, and socioeconomic status. Differentiated Instruction will help improve overall student learning outcomes (Mohamed et al., 2025). In the interviews, the teachers expressed that differentiated instruction tailored to the students' needs and preferences had a direct impact on improving their understanding of Pancasila values. For example, through the product differentiation where the students made posters or simple case studies on the application of Pancasila, they become more understanding and exchange ideas or information about this material. The teachers also reported that by supporting students' learning preferences, their learning outcomes and engagement in learning increased. This showed that this approach not only enriched the learning experience and atmosphere, but also improved students' attitudes and academic achievement in the classroom by supporting their needs through learning (Iqbal et al., 2020; Mitsi, 2017).

The same thing was also expressed through research conducted by Rijal, et al (2024) which showed that the application of differentiated instruction in terms of content, process, and product significantly improved student

achievement. Teachers reported that by giving students the freedom to display their final work, the results obtained were more varied and provided encouragement to achieve higher achievement (Magableh & Abdullah, 2022). In addition, this approach is important because students can acquire knowledge better when they are in their optimal development zone (Achmad et al., 2024)

However, there were 0.4% of teachers who chose “strongly disagree” and 1.2% chose “disagree”. They believed that differentiated instruction does not significantly improve Pancasila Education learning outcomes. According to Al-Shaboul et al. (2021), teachers face great difficulties in preparing materials and activities that vary according to student characteristics, which requires a lot of time and energy which ultimately hinders students' understanding of the material.

Spearman Correlation

To determine whether or not there was a significant relationship between the implementation of differentiated instruction with increased motivation, participation, fulfillment of student needs, and learning outcomes, a spearman correlation test was conducted with the following results.

Based on the table above, it can be seen that differentiated instruction has a significant positive influence on various aspects of teacher perception. The test results showed that the more often the implementation of differentiated instruction, the higher the motivation of students in learning with a strong correlation ($r = 0.729$)

Table 6. Spearman's correlation result

Variables	Correlation (ρ)	Sig. (p-value)	Interpretation
Implementation of differentiated learning and increasing student motivation	0.729	0.000	Significant and strong positive correlation
Implementation of differentiated learning and increasing student participation	0.713	0.000	Significant and strong positive correlation
Implementation of differentiated learning and fulfillment of students' needs	0.697	0.000	Significant and strong positive correlation
Implementation of differentiated learning and improving learning outcomes	0.697	0.000	Significant and strong positive correlation

and a p-value of 0.000, which means that this relationship is statistically significant ($p < 0.05$). In addition, this approach is also positively correlated with increased student participation ($\bar{r} = 0.713$, p-value 0.000) and the fulfillment of their learning needs ($\bar{r} = 0.697$, p-value 0.000). Then, the implementation of differentiated instruction also has a positive correlation with student learning outcomes ($\bar{r} = 0.697$, p-value 0.000). This indicates that the better the implementation of differentiated instruction, the better the student learning outcomes.

Overall, the results of the Spearman correlation test showed that there was a significant relationship between teacher perceptions regarding the implementation of differentiated instruction with increased motivation, participation, fulfillment of learning needs, and student learning outcomes. All relationships had a positive direction, indicating that the better the teacher's perception of the implementation of differentiated instruction, the better these aspects will be.

Based on the description above, it can be seen that the teachers have a positive perception of differentiated instruction in the Pancasila Education subject. This is further strengthened by the results of the Spearman correlation test which can be seen in the results section, where

the results of the analysis showed that the teachers' perceptions of the implementation of differentiated instruction in the Pancasila Education subject had a significant positive correlation with increased motivation, participation, fulfillment of needs, and student learning outcomes. This is supported by the research by Muh. Asriadi et al., (2023) which revealed that this approach is considered effective in improving the quality of learning at various levels of education because it is able to adjust teaching methods to the needs and preferences of individual students, and it increases the overall learning achievement. Differentiated instruction also provides challenges that are appropriate to the abilities, interests, and preferences of students that can maximize their potential in classes with varying levels of ability (Magableh & Abdullah, 2020). Other studies have shown that this approach also increases student engagement and their academic outcomes, by adjusting teaching methods based on diverse learning styles and needs (Anggoro et al., 2024). Furthermore, the application of differentiated instruction according to Langelaan et al. has succeeded in creating active, collaborative, and reflective learning and helping to improve aspects of students' attitudes, knowledge, and skills (Langelaan et al., 2024). In addition, students also demonstrate the ability to self-reflect through the creation of diverse

learning products, which support the development of both soft skills and hard skills (Aminuriyah et al., 2023)

Way to Overcome Problems In Differentiate Learning

Difficulties in presenting material effectively can be caused by several factors, including the complexity of the content being taught and the diversity of learning styles and backgrounds of students. When teachers try to adapt the material to meet the individual needs of students, there is often a risk that the material will not be well understood by all students. This causes differences in learning outcomes, where some students may feel less engaged and do not get the most benefit from the approach applied. In addition, choosing the right learning method is crucial in the context of differentiated instruction. To overcome the challenges in implementing differentiated instruction in the Pancasila Education subject in elementary schools, teachers need to increase their understanding and awareness of student diversity and provide space to develop the potential of each student (Hasanah et al., 2022)

Moreover, teachers need to have good self-confidence. Teachers who have confidence in their ability to apply this method tend to be more successful in creating an effective and responsive learning environment to the needs of their students. In addition, teachers' views on teaching also influence how they approach differentiated instruction. If teachers view teaching as an adaptive and flexible process, they will be more open to changing methods and strategies according to the needs of their students (Suprayogi et al., 2017). Continuous professional development is also an important factor in the successful implementation of differentiated instruction (Suprayogi et al., 2017). Therefore, improving teacher professionalism is very necessary to foster self-confidence and ability in implementing differentiated instruction optimally.

Furthermore, adjusting learning that takes into account the interests, learning profiles, and readiness of students is an important step in improving learning outcomes. With this adjustment, students can learn according to their respective abilities and find understanding from their own experiences (Wibowo et al., 2024). In this case, teachers must carry out their role as facilitators who must be able to adjust the diverse needs of students and create a learning environment that supports the optimal growth of all students (Wibowo et al., 2024). Another important thing is substantial collaboration between teacher training programs, schools, and all education professionals in the education system (Dack, 2019; Schipper et al., 2020). Differentiated Instruction is an important part and needs to be implemented in learning to ensure that all students receive education that can maximize their potential according to each student's rights (Kuehl, 2018; Langelaan et al., 2024; Sharp et al., 2020). Thus, through increasing the teacher professionalism, adjusting learning strategies, and collaboration between all parties, obstacles in implementing differentiated instruction in Elementary School Pancasila Education learning can be overcome and encourage the creation of more effective and inclusive learning.

CONCLUSION

Differentiated instruction is very suitable to be implemented in the Pancasila Education subject in Elementary Schools. The steps for differentiated instruction include: (1) identifying learning objectives; (2) mapping learning needs; (3) determining the type of assessment; (4) determining learning differentiation (differentiation of content, process, product, and learning environment. Differentiated instruction based on the teachers' perceptions had a positive impact on Pancasila Education learning because it can increase motivation, participation and learning outcomes of the students. In addition, differentiated instruction also helped the teachers

in meeting the students' learning needs. The application of differentiated instruction allowed the students to learn according to their individual needs, styles, abilities, and preferences which ultimately creates a more enjoyable and meaningful learning experience. In addition, this learning also supports a deeper understanding of Pancasila values that are relevant to everyday life. However, the application of this approach still faced challenges such as a lack of understanding of the concept of differentiated instruction and the difficulty of accommodating the needs of many students in one class. Therefore, support is needed in the form of ongoing professional training for teachers and substantial collaboration between schools and all education stakeholders to ensure that the application of differentiated instruction can be implemented effectively. However, there are several limitations in this study, such as the number of respondents and the location of the study which may affect the results. This study involved a limited number of respondents from several Elementary Schools in Padang City and Padang Pariaman Regency so that the results may not fully reflect the diversity of conditions in other areas.

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