

## Analysis of the Implementation of the Independent Curriculum at SMPK Yapenthom II Maumere

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### ABSTRACT

Learning within the new paradigm focuses on strengthening competencies and character development aligned with the values of the Pancasila Student Profile. This study aims to examine the implementation of differentiated physics science learning and the strengthening of the Pancasila Student Profile within the Independent Curriculum at SMPK Yapenthom II Maumere. The research method used was a descriptive qualitative approach, with data collection techniques consisting of teacher interviews and student questionnaires. The results indicate that teachers have systematically implemented differentiated learning through diagnostic assessments and the use of varied and contextual learning strategies and media. The strengthening of the Pancasila Student Profile values is carried out through integration into learning and the Pancasila Student Profile strengthening project (P5). Student responses to differentiated learning and the strengthening of the Pancasila Student Profile were very positive, with percentages of 86.81% and 90.94%, respectively. This study concludes that the practice of differentiated learning and the strengthening of the Pancasila Student Profile at this school have been adaptive, contextual, and student-centered.

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## 1. INTRODUCTION

Education in Indonesia is undergoing a transformation with the implementation of the Independent Curriculum, a response to the needs of 21st-century learning. This curriculum brings a

new spirit to create a more flexible, relevant learning process that focuses on the potential and diverse characteristics of students. (Wahyudin et al., 2024) Learning in the new paradigm focuses on strengthening competencies and developing character aligned with the values of the Pancasila Student Profile. The learning process is designed with the principle of differentiation, so that each student has learning opportunities appropriate to their developmental stage and learning needs.

As part of the learning transformation offered by the Independent Curriculum, the role of teachers shifts from being content presenters to facilitators who guide the learning process according to students' readiness, interests, and learning styles. This shift requires teachers to be more adaptive in designing relevant and contextual learning strategies. The implementation of the Independent Curriculum in various educational units prioritizes differentiated learning as a concrete manifestation of the principle of student-centered learning. This approach reflects teachers' commitment to meeting students' learning needs, thus encouraging a more inclusive and meaningful learning process.

Science subjects serve as a strategic tool for developing students' character and competency through exploration of the universe, scientific approaches, and strengthening spiritual and social values. Physics is a particularly challenging branch of science, encouraging students to develop logical, analytical, and critical scientific thinking. (Listyani et al., 2024) Physics is often seen as a difficult subject because it demands an understanding of abstract concepts. Physics is hierarchical, where understanding a concept is highly dependent on mastery of previous concepts. (Riong et al., 2024) If students don't fully grasp the basic material, they will have difficulty progressing to more advanced material, as each student has varying levels of readiness and understanding. In this context, differentiated learning requires a relevant and strategic approach. By adapting the learning process to students' readiness, interests, and learning profiles, teachers can create a more adaptive learning experience, allowing their understanding of physics concepts to develop gradually and meaningfully. (Prihatini, 2023).

By examining physics learning practices within the Independent Curriculum framework, we can gain a more concrete understanding of how the principles of this curriculum are implemented in classroom planning and implementation. This review is crucial for documenting curriculum implementation and providing inspiration and reference for other educational institutions developing similar learning models. By highlighting real-world practices in schools, we can demonstrate how teachers integrate character values into their learning while simultaneously implementing a student-centered approach.

This research contributes to broadening insight into the concrete implementation of the curriculum and identifying aspects of learning that can be replicated or further developed. This is crucial in encouraging sustainable educational transformation based on real-world practices in schools. Based on this urgency, the main aspects of focus in this research include: (1) planning and implementing differentiated Physics learning, and (2) integrating character values through the implementation of the Pancasila Student Profile in the learning process.

## 2. METHODS

This study uses a descriptive qualitative approach to in-depth describe the Physics learning practices within the Independent Curriculum at SMPK Yapenthom II Maumere. Subjects were selected using a purposive sampling technique, involving Physics teachers and students as respondents. Data were collected through interviews for teachers and questionnaires for students. The interviews aimed to gather information related to differentiated learning strategies and strengthening the Pancasila student profile, while the questionnaire was used to obtain students' perspectives on their learning experiences. Furthermore, the data from the student response survey were calculated using the following equation.

$$\text{Respon} = \frac{\text{Skor yang diperoleh}}{\text{Skor Maksimal}} \times 100\%$$

The results of the data analysis were then confirmed by matching them with the student response categories based on the criteria in Table 1.

Table 1. Student Response Criteria

Percentage (%)	Criteria
$81.25 \leq x \leq 100$	Very good
$65.50 \leq x < 81.25$	Good
$x < 62.50$	Not good

Source: Arifuddin et al (2022)

The analysis of this research data was carried out through the process of data reduction, data presentation, and drawing conclusions. (Sugiyono, 2020) To ensure data validity, source triangulation techniques were used, comparing data from teachers and students. This research was conducted directly at SMPK Yapenthom II Maumere to obtain an overview of the implementation of the Independent Curriculum in Physics learning.

### 3. FINDINGS AND DISCUSSION

#### Differentiated Learning

Based on interviews with science teachers at SMPK Yapenthom II Maumere, the implementation of differentiated learning within the Independent Curriculum demonstrates a systematic and focused effort, although it still faces a number of challenges. Teachers design learning by first understanding students' learning needs through routine diagnostic assessments. These assessments take the form of written tests, consisting of short answer questions, aimed at determining students' initial readiness and abilities before the lesson begins. These findings align with research Hamzah et al (2022) which states that diagnostic assessment is an important initial step in differentiated learning strategies, because it helps teachers design appropriate learning interventions.

Diagnostic assessments were also conducted by identifying students' learning styles through collaboration between science teachers and guidance and counseling (BK) teachers at the beginning of the school year. The results of these learning style assessments were then submitted to the science teachers as a reference in designing the Teaching Module. This approach aligns with the findings of the study Syamsuardi et al (2024) which emphasizes the importance of mapping learning styles to support effective differentiated learning. Learning strategies are also designed to be more flexible and adaptive to student needs, as expressed by Syam et al (2023) that flexibility in learning design is key to ensuring the successful implementation of the student-oriented Independent Curriculum.

In practice, teachers implement differentiated learning by utilizing a variety of media and teaching methods because it can increase students' active participation in the learning process. Teachers also use provocative questions that encourage students to think critically, express opinions, and solve problems collaboratively.

The use of technology is a crucial part of supporting differentiated learning. Teachers utilize various interactive learning platforms to enrich students' learning experiences, particularly in science lessons that are conceptual and experimental in nature. Technology is used to present material in various formats tailored to students' needs and learning styles, such as videos and simulations. This is in line with the findings Yulaichah et al (2024), the use of technology can encourage active student involvement, as well as improve the quality of learning in the classroom.

However, the implementation of differentiated learning still faces obstacles, particularly limited resources in schools. One of the main obstacles is the lack of supporting facilities, such as the availability of other technological devices that could support a variety of teaching methods. Furthermore, teachers acknowledge that some colleagues still lack a deep understanding of the Independent Curriculum concept, particularly regarding differentiated learning. Research Ariesanti et al (2023) shows a similar tendency that limited understanding is a challenge in preparing teaching materials and implementing learning strategies that are in line with the Independent Curriculum paradigm.

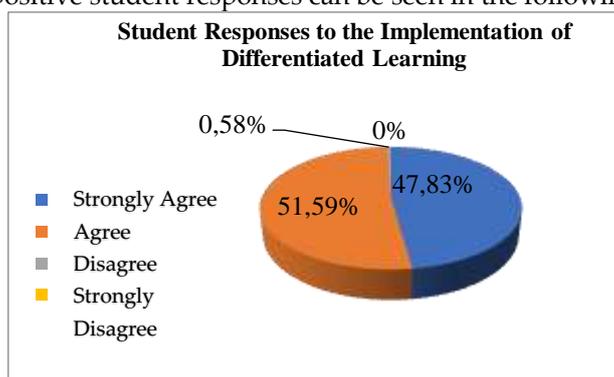
Science teachers at SMPK Yapenthom II Maumere have demonstrated a commitment to designing and implementing student-centered learning, taking into account individual needs and learning styles.

Efforts to improve competency and adapt to differentiated learning approaches are ongoing, resulting in positive developments in teaching practices at the school.

The validity of these results was verified using a survey of student responses to the implementation of differentiated learning. Students assessed that the classroom learning process was enjoyable, relevant to their needs and learning styles, and encouraged active engagement in various learning activities. Student responses to the implementation of differentiated learning were considered very good, with an average score of 86.81%.

Students stated that the learning strategies implemented by teachers through varied methods, interactive media, and the provision of challenges and rewards encouraged students to learn more actively and be motivated. This approach was deemed capable of creating a fun and meaningful learning experience. (Anggraini et al., 2025) Furthermore, students benefited from the opportunity to think critically, collaborate in groups, and express their opinions openly during the learning process. This participatory space encouraged active student engagement and strengthened their understanding of the material. This demonstrates that the differentiated learning implementation created an adaptive, inclusive, and student-centered learning environment.

The percentage of positive student responses can be seen in the following graph;



**Figure 1.** Graph of Student Responses to the Implementation of Differentiated Learning

Interviews with teachers and student surveys revealed a consistency in views regarding the implementation of differentiated learning. This alignment reflects similar experiences between teachers as implementers and students as recipients of the learning process, indicating the credibility of the data collected.

### Strengthening the Profile of Pancasila Students

The implementation of the Independent Curriculum at SMPK Yapenthom II Maumere integrates the Pancasila Student Profile as an integral part of learning, including in the Physics science subject. Values such as faith, independence, mutual cooperation, global diversity, critical thinking, and creativity are attempted to be internalized through contextual, active, and collaborative learning strategies.

Based on interviews with science teachers, strengthening the values of the Pancasila student profile is carried out through two main approaches: direct integration into the subject and through the implementation of the Pancasila Student Profile Strengthening Project (P5). In the first approach, teachers integrate the dimensions of the Pancasila Student Profile into the Physics learning process. Teaching materials are linked to issues relevant to students' real lives to simultaneously build conceptual understanding and character values. For example, teachers design group discussion activities using Student Worksheets (LKPD) to discuss concrete solutions to issues students encounter in everyday life. This is proven by research results. Inayah (2021) that the integration of the Pancasila student dimension into subjects is an effective way to prepare students to face the challenges of the times, especially in the era of the Industrial Revolution 4.0.

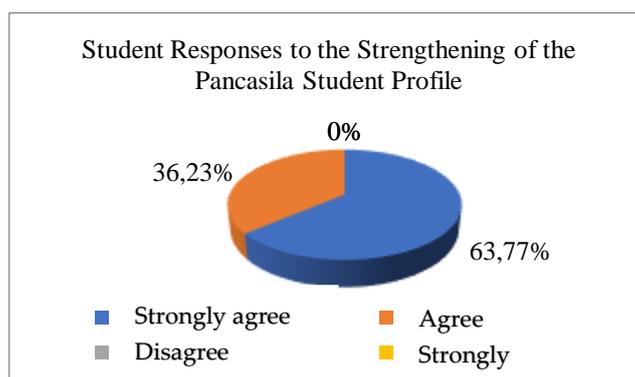
Assessment of the Pancasila Student Profile dimensions is conducted in an integrated manner with the learning process, as teachers stated in interviews. Assessment focuses on the process, not solely on

the final outcome. The indicators used to assess each dimension are tailored to the characteristics and context of the subject, making them more relevant and applicable in observing students' character development.

The second approach is implemented through the Pancasila Student Profile Strengthening Project (P5), designed collaboratively by a cross-subject team of teachers. The themes covered include Sustainable Lifestyle, Voice of Democracy, Build Your Soul and Body, and Entrepreneurship, tailored to the local context and student interests. One of the featured projects is "My Trash, My Creation," part of the Sustainable Lifestyle theme. In this project, students are encouraged to identify waste problems in their environment and then design creative products from used materials that have utility. This activity can develop creativity and internalize the values of independence, mutual cooperation, and environmental awareness in students. All stages of the project, from problem identification and group discussions to product development and presentation, are carried out collaboratively, with guidance from teachers from various subjects. This approach refers to the P5 Development Guide published by the Ministry of Education, Culture, Research, and Technology. (Satria et al., 2024) which emphasizes the importance of the Pancasila Student Profile Strengthening Project, as a means of strengthening character through direct experience and contextual learning from the surrounding environment. Student responses to the Pancasila Student Profile Strengthening activity showed excellent results, with an average percentage reaching 90.94%.

The validity of these results was verified using a survey of student responses to the Pancasila Student Profile Strengthening program. Data indicate that the implementation of the Pancasila Student Profile Strengthening program has had a positive impact on student character development. All measured aspects, such as understanding of Pancasila values, creative thinking skills, group collaboration, and opportunities to express ideas, received responses ranging from "Agree" to "Strongly Agree" from all respondents.

A total of 63.77% of students strongly agreed that project activities helped them internalize the character values expected in the Independent Curriculum, while 36.23% agreed. No students disagreed, indicating that the project-based learning approach has been very well received.



**Figure 2.** Student Responses to the Strengthening of the Pancasila Student Profile

Based on all these indicators, the results of this study can be declared valid, because they are supported by consistent data, obtained through various credible data collection techniques.

#### 4. CONCLUSION

Based on research findings at SMPK Yapenthom II Maumere, the implementation of differentiated learning within the Independent Curriculum demonstrates adaptive, contextual, and student-centered practices. This is characterized by lesson planning based on diagnostic assessment results, the use of interactive media and technology, and flexible and collaborative learning strategies. Strengthening the Pancasila Student Profile is also comprehensively integrated through learning and the P5 Project, which has proven effective in fostering student character. The credibility of these findings is reinforced by

survey data, with a very positive response rate of 86.81% for differentiated learning and 90.94% for strengthening the Pancasila Student Profile.

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