

Holistic Analysis of Differentiated Learning in Pancasila Education at Sekolah Penggerak in Padang City

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ABSTRACT

This study aims to describe the implementation of differentiated learning in the Pancasila education subject at "Sekolah Penggerak" (driving schools), analyze the challenges, and identify the efforts made to optimize its implementation using the indicators of content, process, product, and learning environment differentiation, focusing on students' learning styles. The method used in this research is descriptive qualitative. The Informants in this study consisted of 30 individuals selected through purposive sampling. Data collection techniques included interviews, observations, and document analysis. The results show that the implementation of learning differentiation based on learning styles at SMAN 9 Padang and SMAN 10 Padang has been carried out, although not yet fully optimal due to shortcomings in planning and execution. In planning through teaching modules, teachers only created general guidelines. For content differentiation, teachers have provided audio-visual materials such as illustrated narrative texts, videos, and PowerPoint presentations. Teachers have applied various teaching methods, but the student worksheets (LKPD) remain uniform. Regarding product differentiation, teachers have not created varied outputs. In terms of learning environment, the arrangement of desks and chairs is sometimes inconsistent with learning activities, affecting student focus. Pancasila Education teachers at the two "Sekolah Penggerak" have made various efforts to address these challenges. In content, teachers apply classroom differentiation strategies, use movement-themed ice breakers, and attend digital training.

Keywords: Differentiated Learning, Pancasila Education, Sekolah Penggerak

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INTRODUCTION

A quality young generation. Teachers face challenges in educating students with diverse backgrounds, interests, and abilities (Pertiwi, Nurfatimah, Dewi, & Furnamasari, 2021). Several specific educational models have emerged, and to accommodate students' learning needs, a differentiated learning model is required (Schwartz et al., 2023). Differentiated instruction is an approach that proactively seeks to adjust to students' learning needs (Kahmann et al., 2022). This approach emphasizes a shift from teacher-centered instruction to student-centered learning

(Zahid & Nawab, 2025). Each student has a different capacity (Zheng & Sun, 2025). Therefore, by adopting a student-centered approach, full responsibility for learning should be given to the students (Dada et al., 2022). Differentiated learning can be implemented through content, learning processes, assessment, teacher-student interaction, and the social learning environment (Sun, 2023). Differentiated instruction is useful for taking individual differences into account (Wu & Chang, 2015).

Differentiated instruction can enhance learning effectiveness and should therefore be optimized in practice (Huang & Lin, 2017). Students in a single classroom are certainly different in many ways (Jager et al., 2025). In this context, differentiated instruction is a method used to develop motor behavior in accordance with individual potential (Marinescu et al., 2014).

Essentially, differentiated instruction views each student as having diverse abilities (Faiz, Pratama, & Kurniawaty, 2022). Differentiated learning strongly emphasizes that every individual has the freedom and equality in learning (Chinhara & Kuyayama, 2024). basic assumption of differentiated instruction is to view individual differences as something unique (Taş & Minaz, 2024). The most interesting aspect of this approach is that it centers the opportunity for feedback on the learner (Martin et al., 2025).

Schools must design strategies that align with the curriculum and teaching methods to meet students' learning needs (Nuriyani, Waluyati, & Dahlia, 2023). Differentiation requires teachers to proactively modify the curriculum, teaching methods, resources, learning activities, and student products to meet various needs (Nicolae, 2014). Teachers are responsible for providing equal access for students in the learning process (Pozas et al., 2021).

Motivation and emotions of both teachers and students are highly influential elements in the learning process. This is crucial in differentiated learning because teachers must understand and adjust instruction based on different learning styles (Holzer et al., 2024). Differentiated instruction is not new in the world of education. It was first widely introduced by Carol Ann Tomlinson in 1999. However, this approach was actually practiced earlier by Ki Hajar Dewantara, although on a limited scale (Puspitasari, Rofi'i, & Walujo, 2020). In the 21st century, differentiated instruction has become increasingly relevant because it emphasizes the importance of the learning process (Herwina, 2021).

In Indonesia, differentiated instruction has become part of the implementation of the *Kurikulum Merdeka* (Independent Curriculum), as outlined in the Regulation of the Minister of Education, Culture, Research, and Technology Number 12 of 2024 concerning the Curriculum for Early Childhood Education, Primary Education, and Secondary Education (Kemendikbudristek, 2021). In this curriculum, a differentiated teacher surely acknowledges that every student is different (Aliakbari & Haghighi, 2014).

In the context of Pancasila Education, differentiated learning holds great potential for improving the quality of students' character education (Pertiwi dkk., 2021). By applying differentiated learning, teachers can accommodate the differences in character and abilities of learners, so that the main goal of Pancasila Education—forming a high-quality national generation can be achieved (Triwibowo, Sumardi, & Fauzan, 2024).

A differentiated teacher in the classroom is an “artist” who uses their tools and craftsmanship to meet the diverse needs of their students (Vassiliki et al., 2011). Teachers can map just one aspect of these differences or combine all three to design

learning strategies that are more appropriate and effective for all students (Moningka, 2022). This study uses mapping based on the aspect of learning profiles.

All schools in Indonesia have adopted differentiated learning, and there are already nine *Sekolah Penggerak* (Driving Schools) in the city of Padang, including SMAN 10 Padang and SMAN 9 Padang (Dani & Nurlizawati, 2023). *ekolah Penggerak* are schools that focus on the holistic development of student learning outcomes by embodying the *Profil Pelajar Pancasila* (Pancasila Student Profile), starting with excellent human resources, namely the principals and teachers (Novayanti et al., 2023). As *Sekolah Penggerak*, SMAN 9 Padang and SMAN 10 Padang have made efforts to implement differentiated learning over the past 3–4 years. However, based on preliminary studies, the implementation of differentiated instruction still faces several challenges, particularly in the aspects of content, process, product, and learning environment differentiation.

In terms of content differentiation, SMAN 9 Padang has conducted an initial formative assessment before the first class meeting to map students' learning styles by distributing a questionnaire consisting of 78 items covering 5 aspects. This is similar to SMAN 10 Padang, which also conducted an initial formative assessment using a 100-item questionnaire. The results of the questionnaires from both schools showed that students' dominant learning style is visual, with a percentage of 55% at SMAN 9 Padang and 47% at SMAN 10 Padang.

After mapping learning styles, teachers are required to design teaching modules based on differentiated content, process, and products according to students' learning styles (Arlina et al., 2023). The modules present content in visual, auditory, and kinesthetic modalities, complete with worksheets (*LKPD*), methods, and self-reflection (Kamal, 2019). However, in practice, process differentiation at SMAN 9 Padang is not yet optimal. The worksheets lack variety, the methods used are limited to audio-visual, and self-reflection has not been implemented. Similarly, in product differentiation, students are only asked to create comics or posters on the implementation of Pancasila, without being offered alternative formats.

Learning environment differentiation focuses on both physical (table/chair layout) and psychological arrangements. However, based on preliminary observations at SMAN 10 Padang, although the classrooms are clean and comfortable, they are not yet fully conducive due to students' lack of enthusiasm in group assignments. In fact, accommodating differences in students' learning styles is likely to result in more effective learning (Tulbure, 2011).

Previous studies conducted by Fibra & Indrawadi (2021) and Rosyidi Karim, Mansur, & Yusuf (2018) showed that the main obstacles to implementing differentiated learning are the difficulty in developing lesson plans and the lack of material streamlining. Based on the preliminary study results above, it is evident that the implementation of differentiated learning over the past 3–4 years has not yet run perfectly due to several challenges, which are mainly related to the differentiation aspects of learning. This aligns with the findings of the study by Jhon & Alfiandra (2024).

Previous research has only focused on investigating the implementation of content and process differentiation according to students' learning styles, whereas the research to be conducted will use a holistic analysis, which is an analysis applied to specific, in-depth, unique, and extreme cases (Assyakurrohim et al., 2022). Holistic analysis in this study will cover all aspects of differentiated learning based on students' learning styles, namely content, process, product, and learning environment. This

research is highly important to holistically analyze the implementation of differentiated learning according to students' learning styles, and the results can later be used as a guide to address and improve all challenges experienced by *Sekolah Penggerak* (Driving Schools).

METHOD

This research uses a qualitative approach with a descriptive method. The qualitative approach was chosen because the researcher aims to holistically analyze and identify the implementation, challenges, and efforts made by teachers in differentiated learning in terms of content, process, product, and learning environment based on students' learning styles at SMAN 9 Padang and SMAN 10 Padang. The descriptive method is used to provide a clear and narrative picture of the implementation of differentiated learning (Jariyatussolihah et al., 2024). Thus, the researcher can systematically explore the phenomenon.

Informants were selected using purposive sampling, meaning they were chosen based on specific criteria relevant to the research objectives (Amiruddin, 2018). The criteria used to select teacher informants were teachers who play a significant role in implementing differentiated learning, particularly in the subject of Pancasila Education. For student informants, the researcher selected students who were newly exposed to differentiated learning in schools, namely 10th-grade students. The students were randomly chosen within the set criteria one student from each class, with each school having 10 classes to ensure a variety of learning styles.

Based on the above criteria, there were 30 informants consisting of principals, curriculum vice principals, guidance and counseling teachers, Pancasila Education teachers, and 10th-grade students from both schools. Informants at SMAN 9 Padang totaled 15 individuals, while SMAN 10 Padang also had 15 individuals.

The research was conducted at SMAN 9 Padang, located at Jl. Pasar Baru, Cupak Tangah, Kec. Pauh, Kota Padang, and SMAN 10 Padang, located at Jalan Situjuh No. 5, Jati Baru, Kec. Padang Timur. These two schools were selected because SMAN 9 Padang is a first-cohort "Sekolah Penggerak" that has implemented differentiated learning for four years, while SMAN 10 Padang is a second-cohort school that has implemented it for three years. Another reason for selecting these two "Sekolah Penggerak" is to compare the two—SMAN 9 Padang representing a suburban school and SMAN 10 Padang representing an urban school.

The research procedure began with direct observation in class X.E.6 of SMAN 9 Padang, consisting of 31 students, and in class X.E.3 of SMAN 10 Padang, with 36 students, over two sessions. One class from each school was chosen to ensure in-depth research on the implementation of differentiated learning. In addition, interviews were conducted with school principals, curriculum vice principals, BK teachers, and Pancasila Education teachers to explore their understanding of differentiated learning. Interviews with students were conducted using the Focus Group Discussion (FGD) technique to gather insights into their learning experiences. The instruments used in this research included structured interview guidelines, observation instruments, and document analysis. The interview guidelines focused on four aspects of differentiated learning: content, process, product, and learning environment. The observation instruments included columns for noting aspects of differentiated learning observed during learning activities. Document analysis covered teaching materials, teaching

modules, academic literacy for 10th grade, and documents related to differentiated learning in both schools.

Data collection was carried out using three techniques: (1) direct classroom observation to observe the implementation of content, process, product, and learning environment differentiation, (2) structured interviews with teacher informants and Focus Group Discussions (FGDs) with students, and (3) document study, including school profiles, PPKn textbooks, teaching modules, and other supporting documents. Data validity testing employed source triangulation by comparing data from various informants. Data analysis used the interactive model of Miles and Huberman, which consists of three stages: data reduction to filter key information, data presentation in narrative and visual forms, and drawing conclusions conducted repeatedly throughout the research process to ensure the validity of the findings.

RESULT AND DISCUSSION

RESULT

1. Implementation of Differentiated Learning in Terms of Content, Process, Product, and Environment Based on Learning Styles in the Pancasila Education Subject at Sekolah Penggerak (Driving Schools)

a. Content Aspect

Pancasila Education teachers at SMAN 9 Padang and SMAN 10 Padang have conducted initial formative assessments to map students' learning styles through questionnaires in order to align their teaching modules. However, Pancasila Education teachers at both SMAN 9 and SMAN 10 Padang have only presented audiovisual content and have not yet incorporated kinesthetic content.




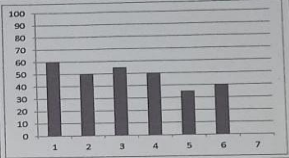
The Pancasila Education teacher at SMAN 9 Padang presents audiovisual content through illustrated narrative texts about law-abiding behavior and bullying videos as examples of unlawful behavior, while the teacher at SMAN 10 Padang presents visual content through image-based PowerPoint slides illustrating examples of law-abiding and unlawful behavior.

SMAN 9 Padang distributed a questionnaire consisting of 100 items covering 5 aspects. This is supported by an interview with Mrs. Dina Marlina, M.Pd., the Vice Principal for Curriculum at SMAN 9 Padang, on October 28, 2025, which stated:

"Pelaksanaan pembelajaran berdiferensiasi sudah terlaksana di setiap mata pelajaran. Guru sudah melakukan assessmen formatif awal untuk memetakan gaya belajar siswa melalui angket yang memuat 5 aspek (kesejahteraan psikologi, aktivitas selama belajar di rumah, kondisi keluarga siswa, latar belakang pergaulan siswa, minat dan gaya belajar)."

This is quite similar to SMAN 10 Padang, which also used a 100-item questionnaire, but only covering 4 aspects. The format of the questionnaire used by SMAN 9 Padang and SMAN 10 Padang to map students' learning styles, along with the results, can be seen in the following table:

Table 1. Questionnaire Format and Recapitulation Results of Initial Formative Assessment at SMAN 9 Padang and SMAN 10 Padang



Asesmen Formatif Awal		Keterangan																																																																
<div></div> <div>Asesmen Diagnostik Non Kognitif</div> <div><p>Pengantar</p><p>Angket ini dimaksudkan untuk memperoleh informasi tentang keadaan Anda secara pribadi. Informasi/ data yang Anda berikan untuk mengetahui:</p><ol style="list-style-type: none">1. Kesejahteraan psikologi dan sosial emosional siswa2. Aktivitas selama belajar di rumah siswa3. Kondisi keluarga siswa4. Latar belakang pergaulan siswa5. Gaya belajar, karakter serta minat siswa<p>Petunjuk Pengisian</p><ol style="list-style-type: none">1. Berdoalah sebelum menjawab pertanyaan berikut2. Bacalah secara teliti3. Jawablah semua pertanyaan secara jujur sesuai dengan diri Anda4. Tidak ada jawaban yang benar ataupun salah, jawaban sesuai dengan kondisi diri Anda</div>		Soal Angket SMAN 9 Padang																																																																
<div><div>YAYASAN TAHFIZUL QUR'AN BIRO KONSULTASI PSIKOLOGI DAN TES PSIKOLOGI Jl. Utama perum BBI Rawang Panjang Kec. Koto Tangah No. HP 081318591469 Padang</div><div>PSIKOGRAM</div><div><table><tr><td colspan="2">NAMA : GENIA KHANSA ARTA</td></tr><tr><td colspan="2">KELAS / RUANG : 1</td></tr><tr><td colspan="2">UMUR : 15 TAHUN 6 BULAN</td></tr><tr><td colspan="2">SEKOLAH : SMA NEGERI 10 PADANG</td></tr></table><table><tr><th>NO</th><th>ASPEK</th><th>NILAI</th><th>MUTU</th></tr><tr><td>A</td><td>KEMAMPUAN UMUM</td><td></td><td></td></tr><tr><td>1</td><td>1. Intelligence Quotion (IQ)</td><td>119</td><td>Diatas Rata-Rata</td></tr><tr><td>B</td><td>POTENSI BELAJAR</td><td></td><td></td></tr><tr><td></td><td>1. Pemahaman Verbal (VR)</td><td>60</td><td>CU</td></tr><tr><td></td><td>2. Kemampuan Numerikal (NA)</td><td>50</td><td>CU</td></tr><tr><td></td><td>3. Kemampuan Skolastik (SKOL)</td><td>55</td><td>CU</td></tr><tr><td></td><td>4. Kecepatan Ketelitian (KKK)</td><td>50</td><td>CU</td></tr><tr><td></td><td>5. Pemahaman Mekanik (MK)</td><td>35</td><td>KU</td></tr><tr><td></td><td>6. Kemampuan Relasi Ruang (MK)</td><td>40</td><td>KU</td></tr><tr><td></td><td>7. Kemampuan Berbahasa (PB)</td><td></td><td></td></tr><tr><td>C</td><td>CITACITA</td><td colspan="2">: PENGUSAHA</td></tr><tr><td>D</td><td>GAYA BELAJAR</td><td colspan="2">: VISUAL</td></tr></table><div><div>HASIL PSIKOTEST</div><div>GRAFIK HASIL TES DAT</div><table><tr><td>IQ</td><td>KLASIFIKASI</td></tr><tr><td>≥ 160</td><td>Genius</td></tr></table></div></div></div>		NAMA : GENIA KHANSA ARTA		KELAS / RUANG : 1		UMUR : 15 TAHUN 6 BULAN		SEKOLAH : SMA NEGERI 10 PADANG		NO	ASPEK	NILAI	MUTU	A	KEMAMPUAN UMUM			1	1. Intelligence Quotion (IQ)	119	Diatas Rata-Rata	B	POTENSI BELAJAR				1. Pemahaman Verbal (VR)	60	CU		2. Kemampuan Numerikal (NA)	50	CU		3. Kemampuan Skolastik (SKOL)	55	CU		4. Kecepatan Ketelitian (KKK)	50	CU		5. Pemahaman Mekanik (MK)	35	KU		6. Kemampuan Relasi Ruang (MK)	40	KU		7. Kemampuan Berbahasa (PB)			C	CITACITA	: PENGUSAHA		D	GAYA BELAJAR	: VISUAL		IQ	KLASIFIKASI	≥ 160	Genius	Soal Angket SMAN 10 Padang
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Based on the data, it is evident that students in class X.E.6 at SMAN 9 Padang and class X.E.3 at SMAN 10 Padang predominantly have visual learning styles, with percentages of 55% and 47%, respectively. After obtaining the mapping results, both teachers are required to adjust the types and formats of their content according to the three learning styles included in the teaching module. Based on observations during meetings 1 and 2, the following are the teaching modules and content used by the Pancasila Education teachers in class X.E.6 at SMAN 9 Padang and class X.E.3 at SMAN 10 Padang:

Table 2. Content Differentiation in Class X.E.3 at SMAN 9 Padang

MEETING 1 [09 OCTOBER 2024]	
Planning	Implementation

Date/Content	Module	Type and Form of Content	Photo
<ul style="list-style-type: none"> • [03 October 2024] – TP 1 & 2: Applying Law-Abiding Behavior • Concept of Law-Abiding Behavior • Types of Law-Abiding Behavior • Examples of Law-Abiding and Non-Law-Abiding Behavior 	<p>IV. SARANA DAN PRASARANA</p> <ol style="list-style-type: none"> 1. Buku Kemendikbud 2023 2. Handout Materi 3. Video Perundungan <p>Kegiatan Inti (90 Menit)</p> <ol style="list-style-type: none"> 1. Paparan Materi (20 Menit) <ul style="list-style-type: none"> Guru menyampaikan materi dengan tiga sub judul utama <ol style="list-style-type: none"> a. Konsep Prilaku Taat Hukum b. Jenis Prilaku Taat Hukum c. contoh Prilaku Taat dan Tidak Taat Hukum 	<p>Visual:</p> <p>Illustrated Narrative Text “Concept and Types of Law-Abiding Behavior”</p> <p>Audio</p> <p>Visual:</p> <p>Video Example of Non-Law-Abiding Behavior, namely Bullying</p>	<p>B. Menerapkan Perilaku Taat Hukum</p>  <p>Gambar 2.7 Stop Perundungan atau Bullying</p> <p>Perhatikan Gambar 2.7 di atas! Pernahkah kalian mengalami perundungan, misalnya di sekolah atau di rumah? Ada beragam reaksi yang dihadapi anak yang mengalami perundungan, misalnya merasa tidak terasik, terganggu, hingga</p>  <p>Program Pencegahan Perundungan (Bunda Indonesia)</p>
MEETING 2 [16 OCTOBER 2024]			
NO MODULE			
Planning			
Date/Content	Type and Form of Content	Photo	

MEETING 1 [09 OCTOBER 2024]			
Planning		Implementation	
Date/Content	Module	Type and Form of Content	Photo
[03 October 2024] – TP 3: Analyzing Cases of Rights Violations and Breach of Obligations <ul style="list-style-type: none"> • Concept of Rights and Obligations • Examples of Rights and Obligations Violations • Ways to Overcome Violations 	Visual : Narrative Text with Illustrations: <i>"Cases of Rights and Obligations Violations"</i>		
	Audio Visual: Example of a Case of Obligation Violation		


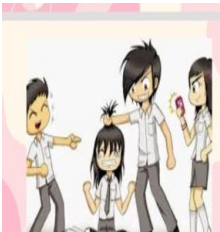

Based on the table covering the two meetings above, it is evident that content differentiation has been implemented, but not fully, as the planning does not align with the implementation and the teacher has only provided content for the audio-visual learning style.

In the first meeting, the teacher presented visual content through a narrative text with illustrations on the *"Concept and Types of Law-Abiding Behavior"* and an anti-bullying video as an example of unlawful behavior for the audio-visual content.

This is similar to the second meeting, where the teacher provided a narrative text with illustrations on *"Cases of Rights and Obligations Violations"* for visual content, and a video on student brawls as an example of obligation violations for the audio-visual content.

Table 3. Content Differentiation in Class X.E.3 SMAN 10 Padang

MEETING 1 [03 OCTOBER 2024]			
Planning		Implementation	
Date/Content	Module	Date/Content	Module

MEETING 1 [03 OCTOBER 2024]			
Planning		Implementation	
Date/Content	Module	Date/Content	Module
• 09 October 2024] – TP 1 & 2: Applying Law-Abiding Behavior • The Relationship Between Law and Norms • Types of Law-Abiding Behavior • Taxation Case	Persiapan Pembelajaran 1. Memperhatikan lingkungan kelas dalam keadaan bersih dan rapi 2. Memperhatikan keadaan peserta didik, pakaian dan atribut pakaian sudah rapi 3. Mempersiapkan bahan-bahan yang akan di pelajari, misalnya video, gambar, PPT tentang Perilaku Taat Hukum di lingkungan Bangsa dan Negara	Visual : PPT containing illustrated examples of law-abiding and law-violating behavior .	
	Kegiatan Inti (70 menit) 8) Guru menjelaskan tentang pelaksanaan hak dan kewajiban perpajakan di kehidupan bermasyarakat 9) Guru membagi peserta didik ke dalam enam (6) kelompok yang terdiri dari 5-6 orang		
PERTEMUAAN 2 [10 OCTOBER 2024]			
NO MODULE			
Planning			
Date/Content	Type and Form of Content	Photo	
[[03 October 2024] – TP 3: Analyzing Cases of Rights Violations & Neglect of Obligations • Rights and Obligations as Global Citizens	Visual : PPT containing illustrated images of global society and related materials	 <p>Sebagai bagian dari masyarakat secara global, tentunya seseorang individu memiliki hak dan kewajiban. Pelaksanaan hak dan kewajiban masyarakat global ini menunjukkan adanya hubungan antara individu, negara, organisasi, yang ada untuk menciptakan dunia yang adil dan damai.</p>	

Based on the observation results in the two Sekolah Penggerak (Driving Schools), it is clearly evident that the Pancasila Education teachers at SMAN 9 Padang and SMAN 10 Padang have only provided audio-visual content and have not yet implemented kinesthetic content. This aligns with the interview conducted on October 24, 2024, with Afriyan Rizky from Class X.E.6, a student of SMAN 9 Padang, who stated:

"Saya senang belajar PPKN kak karena memenuhi gaya belajar saya yaitu visual. Materi yang diberikan oleh Buk Des lewat buku elektronik cukup menarik dan membuat saya tertarik membacanya".

However, there is a contrasting opinion from Shaira of Class X.E.7 SMAN 9 Padang during the interview on October 24, 2024:

"Saya kurang senang belajar PPKN kak karena guru jarang melakukan metode belajar sambil bermain gitu kak, saya mudah bosan dan mengantuk. Jadi kalau Guru hanya menjelaskan materi dan memberikan video saja, saya agak bosan dan pasti rawan ketiduran."

This situation is similar with the Pancasila Education teacher at SMAN 10 Padang, who is still focused on visual content through PowerPoint presentations and has never delivered kinesthetic content. This is supported by the statement from Nabila Adenia Putri of Class X.E.4 SMAN 10 Padang during the interview on October 21, 2024:

"Pembelajaran Miss Dian sudah cukup menyenangkan karena gaya belajar saya visual. Dengan PPT yang berisi banyak gambar seperti tawuran, pembulian, bayar pajak dan lain-lain membuat saya mudah mengerti"

Nabila's opinion differs from Khayla Marifza Wijaya of Class X.E.5, also a student of SMAN 10 Padang, who said during an interview on October 21, 2024:

"Menurut saya materi yang diberikan belum memenuhi gaya belajar saya yang kinestetik karena saya suka bermain sambil belajar tapi Miss Dian hanya menggunakan PPT dan menjelaskan materi secara langsung sehingga tidak terlalu menyenangkan"




Based on the observation and interview results above, it can be concluded that the implementation of content differentiation at SMAN 9 Padang and SMAN 10 Padang has not been fully achieved, as both teachers are still focused on delivering audio-visual content through PowerPoint presentations, illustrated narrative texts, and videos in accordance with the material. Although content differentiation is already visible in classroom implementation, not all meetings are supported with prepared teaching modules. Moreover, the existing teaching modules are still general in nature and thus require revision..

b. In Terms of Process

The implementation of process differentiation at SMAN 9 Padang is carried out through the use of question-and-answer methods and oral presentations to cater to auditory learning styles, as well as group discussion methods for analyzing image illustrations to meet the needs of audio-visual learners. Meanwhile, at SMAN 10 Padang, the teacher applies a variety of methods such as question-and-answer for auditory learners, varied lectures and poster presentations for audio-visual learners, and group discussions that integrate all student learning styles.

Teachers provide students the freedom to access information according to their learning preferences. For more details, this can be seen through the observation results conducted on October 3, 2024, in class X.E.6 of SMAN 9 Padang and on October 9, 2024, in class X.E.3 of SMAN 10 Padang in the table below:

Table 3. Types of Teaching Methods Used at SMAN 9 Padang
Kelas X.E.6 SMAN 9 Padang


Planning		Implementation	
Module		Types of Methods According to Module Points	Photo
<p>Kegiatan Pendahuluan (10 Menit)</p> <ul style="list-style-type: none"> Pembukaan dengan doa, absensi, dan penyampaian tujuan pembelajaran. Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan <i>Profil Pelajar Pancasila</i>; yaitu 1) beriman, 2) bertakwa kepada Tuhan yang Maha Esa, 3) bergotong royong, 4) bernalar kritis, 5) kreatif, inovatif, mandiri, 6) berkebhinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan. Guru menanyakan apa yang dimaksud perilaku taat hukum? <p>Kegiatan Inti (90 Menit)</p> <p>1. Pemaparan Materi (20 Menit)</p> <p>Guru menyampaikan materi dengan tiga sub judul utama:</p> <ol style="list-style-type: none"> Konsep Prilaku Taat Hukum Jenis Prilaku Taat Hukum contoh Prilaku Taat dan Tidak Taat Hukum <p>2. Tugas Kelompok (50 Menit)</p> <ul style="list-style-type: none"> Siswa dibagi menjadi 4-5 kelompok. Setiap kelompok diberikan gambar ilustrasi yang berisi kotak-kotak yang menggambarkan berbagai perilaku. Kemudian mengelompokkan kotak mana yang menggambarkan perilaku taat hukum dan mana yang termasuk pelanggaran hukum serta memberikan alasan rasional atas pengelompokan tersebut berdasarkan konsep yang telah dipelajari. <p>3. Diskusi dan Presentasi (20 Menit)</p> <ul style="list-style-type: none"> Setiap kelompok mempresentasikan hasil diskusinya. Kelompok lain memberikan tanggapan <p>Kegiatan Penutup (10 MENIT)</p> <ul style="list-style-type: none"> Siswa dan guru menyimpulkan pembelajaran hari ini Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 		<p>Auditory [Question and Answer]: The teacher asks prompting questions in line with the introductory activity and briefly explains the definition of law-abiding behavior according to point (1).</p> <p>Audio Visual [Group Discussion Method in Image Illustration Analysis]: The teacher divides the students into 4-5 groups.</p> <p>Then, the teacher instructs the students to create an analysis of the image</p>	  

Kelas X.E.6 SMAN 9 Padang		
Planning	Implementation	
Module	Types of Methods According to Module Points	Photo
<p>Kegiatan Pendahuluan (10 Menit)</p> <ul style="list-style-type: none"> Pembukaan dengan doa, absensi, dan penyampaian tujuan pembelajaran. Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan <i>Profil Pelajar Pancasila</i>; yaitu 1) beriman, 2) bertakwa kepada Tuhan yang Maha Esa, 3) bergotong royong, 4) bernalar kritis, 5) kreatif, inovatif, mandiri, 6) berkebhinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan. Guru menanyakan apa yang dimaksud perilaku taat hukum? <p>Kegiatan Inti (90 Menit)</p> <p>1. Pemaparan Materi (20 Menit) Guru menyampaikan materi dengan tiga sub judul utama:</p> <ol style="list-style-type: none"> Konsep Prilaku Taat Hukum Jenis Prilaku Taat Hukum contoh Prilaku Taat dan Tidak Taat Hukum <p>2. Tugas Kelompok (50 Menit)</p> <ul style="list-style-type: none"> Siswa dibagi menjadi 4-5 kelompok. Setiap kelompok diberikan gambar ilustrasi yang berisi kotak-kotak yang menggambarkan berbagai perilaku. Kemudian mengelompokkan kotak mana yang menggambarkan perilaku taat hukum dan mana yang termasuk pelanggaran hukum serta memberikan alasan rasional atas pengelompokan tersebut berdasarkan konsep yang telah dipelajari. <p>3. Diskusi dan Presentasi (20 Menit)</p> <ul style="list-style-type: none"> Setiap kelompok mempresentasikan hasil diskusinya. Kelompok lain memberikan tanggapan <p>Kegiatan Penutup (10 MENIT)</p> <ul style="list-style-type: none"> Siswa dan guru menyimpulkan pembelajaran hari ini Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa. 	<p>illustrations.</p> <p>Audio [Oral Presentation Method]: The teacher instructs each group to come forward and orally present the results of their analysis according to point (3).</p> <p>Afterward, other groups are required to provide responses according to point (3).</p> <p>Finally, the teacher and students directly conclude the lesson for the day.</p>	

Tabel 4. Jenis Metode Pembelajaran yang Digunakan SMAN 10 Padang

Kelas X.E.3 SMAN 10 Padang		
Planning	Planning	
Module	Module	Photo
<p>4) Guru menanyakan tentang apa dampak atas masyarakat yang tidak membayar pajak</p> <p>Kegiatan Inti (70 menit)</p> <p>5) Guru menjelaskan tentang pelaksanaan hak dan kewajiban perpajakan di kehidupan bermasyarakat</p> <p>6) Guru membagi peserta didik ke dalam enam (6) kelompok yang terdiri dari 5-6 orang</p> <p>7) Guru memerintahkan peserta didik untuk bekerja dalam kelompok.</p> <p><i>(Guru melakukan diferensiasi proses berdasarkan profil belajar)</i></p> <ul style="list-style-type: none"> • Untuk peserta didik dengan profil belajar visual, guru menyediakan kesempatan bagi peserta didik untuk mengakses gambar atau alat bantu visual. • Untuk peserta didik dengan profil belajar auditori, guru juga menyediakan kesempatan bagi peserta didik untuk mengakses sumber belajar yang dapat didengarkan peserta didik secara lisan. • Untuk peserta didik dengan profil belajar kinestetik, presentasi dilakukan dengan cara mengunjungi kelompok lain untuk memberikan kesempatan peserta didik bergerak saat mengakses informasi <p>8) Masing-masing kelompok diminta untuk:</p> <ol style="list-style-type: none"> a. Menentukan salah satu kasus yang aktual dan final terkait ketaatan sebagai wajib Pajak untuk mematuhi ketentuan perpajakan yang berlaku b) Mencari tahu informasi sebanyak-banyaknya mengenai kasus tersebut: hak dan kewajiban apa yang dilanggar serta hukuman yang harus diterima; bagaimana pelanggaran hak dan kewajiban ini berdampak pada diri sendiri, keluarga, masyarakat, dan negara; bagaimana penyelesaian kasus tersebut c) Guru mempersilakan peserta didik untuk mencari tahu, baik melalui sumber internet, perpustakaan, maupun bertanya kepada guru/peserta didik lainnya. d) Membuat tugas dan memenuhi tanggung jawab oleh masing-masing anggota kelompok. e) Hasil kerja kelompok tersebut dibuat dalam bentuk poster berupa kalimat ajakan atau himbauan agar taat pajak untuk kemudian ditampilkan atau dipresentasikan di depan kelas. f) Peserta didik mempresentasikan hasil diskusi kelompok 	<p>Auditory [Oral Question and Answer Method]: The teacher conducts a question and answer session with the students using prompting questions in line with point (4) in the module.</p> <p>Audio Visual [Varied Lecture Method]: The teacher explains the material "Implementation of Tax Rights and Obligations in Society" using a PowerPoint presentation containing image illustrations according to point (5).</p> <p>Audio Visual and</p>	 

Kelas X.E.3 SMAN 10 Padang		
Planning	Planning	
Module	Module	Photo
<p>4) Guru menanyakan tentang apa dampak atas masyarakat yang tidak membayar pajak</p> <p>Kegiatan Inti (70 menit)</p> <p>5) Guru menjelaskan tentang pelaksanaan hak dan kewajiban perpajakan di kehidupan bermasyarakat</p> <p>6) Guru membagi peserta didik ke dalam enam (6) kelompok yang terdiri dari 5-6 orang</p> <p>7) Guru memerintahkan peserta didik untuk bekerja dalam kelompok.</p> <p><i>(Guru melakukan diferensiasi proses berdasarkan profil belajar)</i></p> <ul style="list-style-type: none"> Untuk peserta didik dengan profil belajar visual, guru menyediakan kesempatan bagi peserta didik untuk mengakses gambar atau alat bantu visual. Untuk peserta didik dengan profil belajar auditori, guru juga menyediakan kesempatan bagi peserta didik untuk mengakses sumber belajar yang dapat didengarkan peserta didik secara lisan. Untuk peserta didik dengan profil belajar kinestetik, presentasi dilakukan dengan cara mengunjungi kelompok lain untuk memberikan kesempatan peserta didik bergerak saat mengakses informasi <p>8) Masing- masing kelompok diminta untuk:</p> <ol style="list-style-type: none"> Menentukan salah satu kasus yang aktual dan final terkait ketaatan sebagai wajib Pajak untuk mematuhi ketentuan perpajakan yang berlaku Mencari tahu informasi sebanyak-banyaknya mengenai kasus tersebut: hak dan kewajiban apa yang dilanggar serta hukuman yang harus diterima; bagaimana pelanggaran hak dan kewajiban ini berdampak pada diri sendiri, keluarga, masyarakat, dan negara; bagaimana penyelesaian kasus tersebut Guru mempersilakan peserta didik untuk mencari tahu, baik melalui sumber internet, perpustakaan, maupun bertanya kepada guru/peserta didik lainnya. Membuat tugas dan memenuhi tanggung jawab oleh masing-masing anggota kelompok. Hasil kerja kelompok tersebut dibuat dalam bentuk poster berupa kalimat ajakan atau himbauan agar taat pajak untuk kemudian ditampilkan atau dipresentasikan di depan kelas. Peserta didik mempresentasikan hasil diskusi kelompok 	<p>Kinesthetic [Group Discussion in Poster Creation]: The teacher divides the students into 6 groups, each consisting of 5-6 members, according to point (6). Then, the teacher assigns each group to create a poster related to taxpayer cases in complying with applicable tax regulations. In this activity, it is emphasized that the teacher allows students to search for information about the cases according to their learning style as outlined in points (7)-(8).</p>	


Kelas X.E.3 SMAN 10 Padang		
Planning	Planning	
Module	Module	Photo
<p>4) Guru menanyakan tentang apa dampak atas masyarakat yang tidak membayar pajak</p> <p>Kegiatan Inti (70 menit)</p> <p>5) Guru menjelaskan tentang pelaksanaan hak dan kewajiban perpajakan di kehidupan bermasyarakat</p> <p>6) Guru membagi peserta didik ke dalam enam (6) kelompok yang terdiri dari 5-6 orang</p> <p>7) Guru memerintahkan peserta didik untuk bekerja dalam kelompok.</p> <p><i>(Guru melakukan diferensiasi proses berdasarkan profil belajar)</i></p> <ul style="list-style-type: none"> Untuk peserta didik dengan profil belajar visual, guru menyediakan kesempatan bagi peserta didik untuk mengakses gambar atau alat bantu visual. Untuk peserta didik dengan profil belajar auditori, guru juga menyediakan kesempatan bagi peserta didik untuk mengakses sumber belajar yang dapat didengarkan peserta didik secara lisan. Untuk peserta didik dengan profil belajar kinestetik, presentasi dilakukan dengan cara mengunjungi kelompok lain untuk memberikan kesempatan peserta didik bergerak saat mengakses informasi <p>8) Masing-masing kelompok diminta untuk:</p> <ol style="list-style-type: none"> Menentukan salah satu kasus yang aktual dan final terkait ketaatan sebagai wajib Pajak untuk mematuhi ketentuan perpajakan yang berlaku Mencari tahu informasi sebanyak-banyaknya mengenai kasus tersebut: hak dan kewajiban apa yang dilanggar serta hukuman yang harus diterima; bagaimana pelanggaran hak dan kewajiban ini berdampak pada diri sendiri, keluarga, masyarakat, dan negara; bagaimana penyelesaian kasus tersebut Guru mempersilakan peserta didik untuk mencari tahu, baik melalui sumber internet, perpustakaan, maupun bertanya kepada guru/peserta didik lainnya. Membuat tugas dan memenuhi tanggung jawab oleh masing-masing anggota kelompok. Hasil kerja kelompok tersebut dibuat dalam bentuk poster berupa kalimat ajakan atau himbauan agar taat pajak, untuk kemudian ditampilkan atau dipresentasikan di depan kelas. Peserta didik mempresentasikan hasil diskusi kelompok <p>Penutup (5menit)</p> <p>9) Guru mengajak peserta didik untuk berefleksi dan menyimpulkan tentang apa yang telah dipelajari pada hari itu.</p> <p>10)Guru menutup pembelajaran sesuai dengan prosedur rutin (salam, terimakasih, doa, dsb).</p>	<p>Audio Visual</p> <p>[Poster Presentation and Question and Answer Method]:</p> <p>The teacher instructs each group to present the poster they have created according to point (8) section f. Then, the teacher asks other groups to ask questions, which must be answered by the presenting group regarding the content of the poster. After the presentation is completed, the teacher instructs some students to reflect on the activity.</p>	

Based on the observations above, it can be seen that the implementation of differentiated processes at SMAN 9 Padang has already used the question-and-answer method and oral presentations for auditory learners, and group discussions in analyzing illustrations for visual learners. This is in line with the interview results with Rifki from Class X.E.9 on October 24, 2024, a student at SMAN 9 Padang, who said:

"Saya lebih suka belajar kelompok dan presentasi kak. Apalagi ketika mengerjakan tugas analisis video, saya merasa lebih gampang karena bisa berdiskusi dengan anggota kelompok tanpa pusing sendiri."

The form of group assignment tasks given by the Civics Education teacher at SMAN 9 Padang on October 3, 2024, and SMAN 10 Padang on October 9, 2024, can be seen in the following table:

Table 5. Forms of Group Assignment Tasks at SMAN 9 Padang and SMAN 10 Padang

School	Assignment Question	Type of Assignment Question
SMAN 10 Padang	<p>MATERI DISKUSI KELOMPOK YAITU:</p> <ol style="list-style-type: none"> Menentukan salah satu kasus yang aktual dan final terkait ketaatan sebagai wajib Pajak untuk mematuhi ketentuan perpajakan yang berlaku Mencari tahu informasi sebanyak-banyaknya mengenai kasus tersebut: <ol style="list-style-type: none"> hak dan kewajiban apa yang dilanggar serta hukuman yang harus diterima; bagaimana pelanggaran hak dan kewajiban ini berdampak pada diri sendiri, keluarga, masyarakat, dan negara; bagaimana penyelesaian kasus tersebut Hasil kerja kelompok tersebut dibuat dalam bentuk poster 	In the form of a photo: Group assignment instructions steps
SMAN 9 Padang	<p>Mari Berpikir Kritis</p> <p>Coba perhatikan gambar-gambar berikut! Kelompokkan kotak mana yang termasuk perilaku taat hukum dan mana yang termasuk perilaku melanggar hukum!</p>  <p>Gambar 2.1 Contoh Perilaku</p> <p>Bab 2 Membangun Budaya Taat Hukum 61</p>	Electronic Book: Group Assignment Instructions on Page 61

Based on the table above, it is clear that both SMAN 9 and SMAN 10 Padang have not provided LKPD (Lembar Kerja Peserta Didik) according to the students' learning styles. Instead, they only assign group tasks to fulfill one of the learning styles, namely visual. SMAN 9 Padang assigns tasks that instruct students to make posters, while SMAN 10 Padang assigns tasks instructing students to analyze image illustrations.

Based on the observations and interviews, it can be concluded that the implementation of differentiated processes in SMAN 9 Padang is still insufficient because they have only used methods that cater to the audio-visual learning style, such as the question-and-answer method and oral presentations for auditory learners, and group discussions in video analysis for visual learners, whereas the kinesthetic learning style has not been addressed.

This contrasts with SMAN 10 Padang, where the differentiated process has been implemented, though not yet optimally, because the teacher has already used various methods to meet the students' learning styles. These include the question-and-answer method for auditory learners, varied lecture methods and poster presentations

for visual learners, and group discussions in making posters that integrate audio, visual, and kinesthetic learning styles.

c. Product Aspect

The Pancasila teacher at SMAN 9 Padang has actually assigned a comic project on the elements of Pancasila on HVS paper to students. However, this was the only type of assignment given, which lacked differentiation. Currently, for the UUD NRI 1945 element, the teacher only assigns group tasks to analyze the image illustrations in the 2023 Kemendikbud book in their exercise books, so the products produced are just expository classification texts.

This is almost similar to SMAN 10 Padang, where the teacher assigns students to create poster projects, but these are not varied either, meaning that students do not have the freedom to choose the products according to their preferences and learning styles. The products created by the students in class X.E.3 at SMAN 10 Padang can be seen in the following table:

Table 6. Student Products at SMAN 9 Padang

Teaching Module Core Activity Section	Date/ Product Form	Photo
<p>8) Masing-masing kelompok diminta untuk:</p> <p>a. Menentukan salah satu kasus yang aktual dan final terkait ketaatan sebagai wajib Pajak untuk mematuhi ketentuan perpajakan yang berlaku</p> <p>b) Mencari tahu informasi sebanyak-banyaknya mengenai kasus tersebut: hak dan kewajiban apa yang dilanggar serta hukuman yang harus diterima; bagaimana pelanggaran hak dan kewajiban ini berdampak pada diri sendiri, keluarga, masyarakat, dan negara; bagaimana penyelesaian kasus tersebut</p> <p>c) Guru mempersilakan peserta didik untuk mencari tahu, baik melalui sumber internet, perpustakaan, maupun bertanya kepada guru/peserta didik lainnya.</p> <p>d) Membuat tugas dan memenuhi tanggung jawab oleh masing-masing anggota kelompok.</p> <p>e) Hasil kerja kelompok tersebut dibuat dalam bentuk poster berupa kalimat ajakan atau himbauan agar taat pajak untuk kemudian ditampilkan atau dipresentasikan di depan kelas.</p>	<p>[09 October 2024] - Poster: Create a Poster about Taxes according to point (e).</p>	

Based on the table above, it is clear that the teacher has not significantly mentioned efforts to differentiate products in their teaching module. They have not given students the freedom to create according to their learning style, but instead emphasized that students should complete assignments in the form of expository text in the exercise book. This practice is aligned with what happens in class, so it can be said that product differentiation in planning and implementation has not been carried out.

Teachers should allow students flexibility in expressing their understanding in the form of a product that they prefer. In the core activities of the teaching module, it should be explained that every student can create a product according to their learning style so they feel more comfortable and free while learning. However, many teachers still emphasize students making a product based on instructions and a single form only.

Based on the observations at these two driving schools, it is clear that the products produced at SMAN 9 Padang and SMAN 10 Padang are still in the same form for all students, so it is still far from "Product Differentiation." SMAN 9 Padang only creates comic products for the implementation of Pancasila and expository classification text in the exercise book, while SMAN 10 Padang only creates poster products. This is in accordance with the interview results conducted with Ibuk Gustia, a teacher of Pancasila Education at SMAN 9 Padang, S.Pd on November 7, 2024, who said:

"Kalau untuk membuat produk pada materi UUD NRI Tahun 1945 belum dilaksanakan karena mengejar capaian tujuan pembelajaran yang cukup banyak. Namun pada materi pancasila kemarin ibuk ada menyuruh siswa membuat komik tentang pengamalan pancasila di kertas HVS secara berkelompok."

This is similar to the interview with Buk Dian Faradilla, the Pancasila Education teacher for 10th grade at SMAN 10 Padang, on October 21, 2024, who said:

"Kalau diferensiasi produk belum pernah ibuk laksanakan tapi nanti pada profil penguatan pelajar pancasila (P5) pasti anak-anak akan membuat proyek juga."

In product differentiation, the forms of products created should be varied according to the students' learning styles, but this has never been done by both schools. This is also reflected in the statement of Khaila Mafriza Wijaya from Class X.E.5 at SMAN 9 Padang on October 24, 2024, who said:

"Kami pernah buat tugas komik pengamalan pancasila secara berkelompok dalam kertas HVS yang disediakan buk Des kak."

Based on the results of the observations and interviews above, it can be concluded that product differentiation at SMAN 9 Padang and SMAN 10 Padang has not been implemented because students are not given the freedom to create products according to their learning styles and are only focused on uniform assignments such as creating comics and posters.






d. Environmental Aspect

Differentiation of the environment at SMAN 9 Padang is carried out by adjusting the layout of student desks and chairs according to the learning activities. For example, the desks and chairs are arranged into groups of four during group discussion activities. However, during oral presentations, the desks and chairs are not arranged in a box formation. The learning atmosphere has been made conducive, but it is not yet inclusive because some students are less active in participating during the oral presentations conducted by the teacher.

At SMAN 10 Padang, environmental differentiation is also done by adjusting the arrangement of desks and chairs to suit student learning activities. For instance, desks and chairs are arranged into groups of four during group discussions, but not in a box formation during oral presentations, and in rows when explaining material. The learning atmosphere is conducive but not yet inclusive because some students seem drowsy. To see more clearly the arrangement of desks and chairs at SMAN 9 Padang and SMAN 10 Padang, you can refer to the results in the table below:

Table 7. Arrangement of Student Desks and Chairs at SMAN 9 Padang and SMAN 10 Padang

School	Learning Activity	Type of Desk and Chair Arrangement	Documentation

School		Learning Activity	Type of Desk and Chair Arrangement	Documentation
SMAN Padang	9	Group Discussion	In groups of four	
		Group Presentation	In groups of four	
SMAN Padang	10	Teacher Explains Material	In groups of four	
		Group Discussion	In groups of four	
		Group Presentation	In groups of four	

Regarding the learning atmosphere at SMAN 9 Padang and SMAN 10 Padang, efforts have been made to make it conducive, but it is not yet inclusive because not all students participate actively, and some appear to be sleepy. This is supported by the interview with Mazia, a student from class X.E.6 of SMAN 9 Padang on October 24, 2024:

"Saya kurang suka belajar PPKn karena tugas kelompoknya masih perlu mencatat kak sehingga saya sedikit sulit untuk cepat menyelesaikan dan terkadang kurang fokus memperhatikan presentasi kelompok."

Based on the observations and interviews above, it can be concluded that the implementation of environmental differentiation at SMAN 9 and SMAN 10 Padang is still insufficient, as the seating arrangements and learning activities are not aligned. For instance, when the teacher is explaining the material and using a presentation method, students who should be seated in a square formation are instead arranged in groups of four, which causes difficulty in seeing the student who is presenting.

Overall, it can be concluded that differentiated learning has been implemented in these two schools, but it is not yet optimal because the planning does not align with the implementation. In the planning through teaching modules, the Pancasila education teachers at SMAN 9 Padang and SMAN 10 Padang have not significantly addressed the core activities regarding content, learning methods, and product forms according to students' learning styles.

2. Problems Faced by Teachers in Maximizing Differentiated Learning Content, Process, Products, and Environment Based on Student-Centered Learning in Pancasila Education

a. Content Aspect

There are several obstacles encountered in the implementation of content differentiation at SMAN 9 Padang and SMAN 10 Padang, as follows:

1. Limited Teacher Mastery of Differentiated Teaching Modules and Administrative-Oriented Preparation

The teaching modules used by the Pancasila Education teachers at SMAN 9 Padang and SMAN 10 Padang are still general in nature and have not been fully developed based on pedagogical needs, but rather to fulfill administrative requirements. This occurs because the content, process, and product qualifications according to students' learning styles have not yet been met, and not all modules have been completed by the teachers.

This is in line with the interview with Mrs. Dian Fardilla, S.Pd, a Pancasila Education teacher at SMAN 10 Padang, conducted on October 21, 2024:

"Ibuk sudah membuat modul ajar untuk satu pertemuan namun karena banyaknya kegiatan diluar kelas mengakibatkan ibuk belum sempat membuat untuk semua pertemuan tapi nanti seminggu sebelum ujian akan segera dibereskan karena Alhamdulillah perencanaan pembelajaran tersebut sudah ada didalam kepala kami sebagai guru".

MODUL AJAR	
Pengenalan Konstitusi Dalam Pengalaman Hidup Sehari-hari	
INFORMASI UMUM	
I. IDENTITAS MODUL	
Nama Penyusun	: Gustia, S.Pd
Satuan Pendidikan	: SMA
Fase / Kelas	: E - X (Sepuluh)
Mata Pelajaran	: Pendidikan Pancasila dan Kewarganegaraan
Prediksi Alokasi Waktu	: 2 JP (45 x2)
Tahun Penyusunan	: 2024
II. KOMPETENSI AWAL	
<ul style="list-style-type: none"> • Memahami konsep dasar perilaku taat hukum dalam kehidupan sehari-hari. • Mengidentifikasi jenis-jenis perilaku taat hukum. • Menganalisis contoh perilaku taat dan tidak taat hukum dengan alasan rasional 	

Figure 1. Teaching Module for Meeting 1 at SMAN 9 Padang

2. Teachers' Content Has Not Accommodated Kinesthetic Learning Styles

Konten guru pendidikan pancasila di SMAN 9 Padang dan SMAN 10 Padang lebih cenderung pada gaya belajar audio visual. Guru SMAN 9 Padang memberikan konten visual melalui teks narasi bergambar dan video sedangkan SMAN 10 Padang menggunakan PPT sehingga siswa kinestetik sering mengalami kesulitan dalam memahami materi. Hal ini sesuai dengan hasil wawancara bersama Ahmad Faiz kelas X.E.7 SMAN 10 Padang pada wawancara tanggal 21 Oktober 2024, yaitu :

“Saya kurang suka belajar PPKN karena ibuk jarang melakukan metode permainan dan lebih sering mencatat. Hal ini membuat saya mudah bosan kak”.

3. Teachers' Soft Skills in Digitalization Are Lacking

Although the Pancasila Education teacher at SMAN 9 Padang has provided audiovisual content through videos, these videos were taken from links provided in the official Kemendikbud (Ministry of Education and Culture) textbook. This has led to a lack of personalization and creativity from the teacher. This is based on the interview with Mrs. Gustia, S.Pd, a Pancasila Education teacher at SMAN 9 Padang, conducted on June 14, 2024:

“Ibuk menggunakan buku dari kemendikbud tahun 2023 sebagai pedoman untuk proses pembelajaran”



Figure 2. Video Used by the Teacher at SMAN 9 Padang

This is supported by the results of observations conducted in Class X.E.3 at SMAN 10 Padang, where during the delivery of the material on “Examples of Law-Abiding Behavior” through illustrated images, some students were responsive and understood the material, while others remained silent and only listened to the teacher’s explanation.



Figure 3. PowerPoint Presentation for Class X.E.3 at SMAN 10 Padang

b. Process Aspect

In the implementation of process differentiation at SMAN 9 Padang and SMAN 10 Padang, there are certainly challenges or obstacles encountered, including:

1. Guru Belum Membuat LKPD yang Mengakomodasi Semua Gaya Belajar Siswa

The worksheets (LKPD) tailored to students' learning styles have not yet been provided by the Pancasila education teachers at SMAN 9 Padang and SMAN 10 Padang. This is due to time constraints and a lack of understanding in developing such materials. This is in line with the observation conducted in Class X.E.6 of SMAN 9 Padang on October 3, 2024, where the teacher used the worksheet provided in the 2023 Ministry of Education and Culture (Kemendikbud) textbook on page 61. The following is a concrete example:



Figure 4. Worksheet from the Kemendikbud Textbook Used by the Teacher

2. Miskonsepsi Guru terhadap Metode Belajar Kinestetik

One of the issues in the learning process is the absence of kinesthetic learning methods applied by the teacher. This is supported by the interview with Ms. Dian Faradilla, S.Pd, a Pancasila education teacher at SMAN 10 Padang, conducted on October 21, 2024:

"Ibuk menggunakan metode Ice Breaking "Mengapa" dan "Karena" dalam proses pembelajaran untuk memenuhi gaya belajar siswa yang kinestetik karena mereka harus berdiri secara bergilir ketika menyebutkan kalimat"

Based on the interview, it is evident that the teacher does use ice-breaking activities; however, this does not necessarily mean that kinesthetic methods are being applied, as the ice-breaking is not connected to the actual learning material. The following is the evidence:



Figure 5. Ice Breaking Activity in Class X.E.3 SMAN 10 Padang

3. Student Self-Reflection Activities Have Not Been Systematically Implemented in Learning

Self-reflection activities have not been conducted by the teacher at SMAN 9 Padang due to perceived time constraints during the learning process. This is in line with the statement made by Ms. Gustia, S.Pd, a Pancasila Education teacher at SMAN 9 Padang, on October 24, 2024:

“Untuk kegiatan refleksi diri belum sempat dilakukan karena waktu yang terbatas dalam proses pembelajaran tapi biasanya ibuk melakukan refleksi diri secara mandiri saja”

This is also consistent with the results of observations conducted over two meetings in class X.E.6 at SMAN 9 Padang. During the first meeting on October 9, 2024, it was observed that in the closing activity, the teacher directly concluded the lesson without providing time for student reflection.

c. Product Aspect

Implementation of Product Differentiation at SMAN 9 Padang and SMAN 10 Padang Has Not Been Carried Out Due to Several Challenges, Including:

1. Teachers' Perception That Products Do Not Need to Be Varied

Students at SMAN 9 Padang and SMAN 10 Padang have not been given the freedom to create diverse products. This issue stems from a misconception among teachers who believe that simply having students create a product is sufficient, regardless of variation. This was confirmed through an interview with Ms. Dina Marlina, M.Pd, the Vice Principal for Curriculum at SMAN 9 Padang, conducted on October 28, 2024:

“Untuk kendalanya mungkin lebih kepada pemahaman karena ini pradigma baru jadi guru harus terus belajar dan belajar. Ada sebagian guru sudah paham cara menciptakan diferensiasi itu dan ada sebagian yang belum tapi kami selalu mengupayakan evaluasi melalui berbagai pelatihan.”

Product differentiation requires more time to align assignments with students' learning styles. As a result, teachers often experience time constraints and resort to assigning uniform tasks for practical reasons. The following evidence shows that teachers are still implementing uniform product assignments:

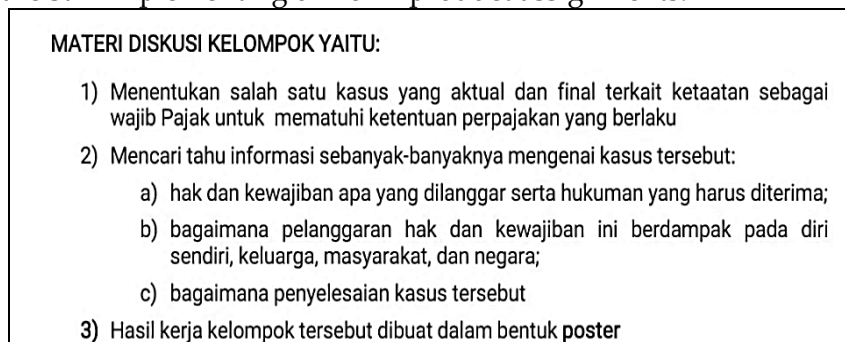


Figure 6. Uniform Product Assignment Instructions

d. Environment Aspect

There are still challenges faced by Pancasila Education teachers at SMAN 9 Padang and SMAN 10 Padang in implementing environmental differentiation, as outlined below:

1. Teacher Management in Learning Implementation Has Not Met General Criteria for Group Learning

The learning environment remains less conducive because the arrangement of student desks and chairs does not align with the learning activities. This causes some

students to have difficulty concentrating and not all are fully engaged in the lesson. Pancasila Education teachers at both SMAN 9 Padang and SMAN 10 Padang still use a seating arrangement of four students per group during oral presentations, whereas the ideal setup should be in a square formation. This condition is illustrated in t

C. Efforts Made by Teachers to Minimize Problems in Implementing Differentiated Learning Based on Students' Learning Styles in Pancasila Education at Penggerak Schools

a. Content Aspect



To address the challenges encountered in content differentiation, the Pancasila Education teachers at SMAN 9 Padang and SMAN 10 Padang have made several efforts, as outlined below:

1. Teachers Maximize Differentiated Learning in Classroom Implementation

Teachers at SMAN 9 Padang and SMAN 10 Padang strive to apply differentiated learning strategies during classroom activities, even though their teaching modules remain general and not yet fully tailored.

This is in line with the results of observations conducted in Class X.E.3 at SMAN 9 Padang on October 9, 2024, where it was observed that the teacher provided audiovisual content through illustrated narrative texts and videos. Similarly, at SMAN 10 Padang, teachers have delivered visual content through PowerPoint presentations. In terms of process differentiation, teachers at SMAN 10 Padang have already made efforts to apply strategies that accommodate all learning styles.

Table 9. Efforts to Maximize Differentiated Learning

School	Training Name	Time	Documentation
SMAN 9 Padang	Learning (Kombel)	Once a month Community	
SMAN 10 Padang	Learning (Kombel)	Once a month Community	

In addition to this commitment, Pancasila Education teachers at both schools have addressed the challenge of previously ineffective audiovisual content by independently searching for appropriate videos and creating PowerPoint presentations that combine illustrations and keywords..



Figure 9. Audiovisual Content of SMAN 9



Figure 10. PowerPoint Presentation for Session 2 at SMAN 10 Padang

b. Process Aspect

Pancasila Education teachers at SMAN 9 Padang and SMAN 10 Padang have made several efforts, namely:

1. Guru Menggunakan Literasi Akademik Sekolah sebagai LKPD untuk Mengakomodasi Gaya Belajar Siswa

Teachers at SMAN 10 Padang use Academic Literacy materials provided by the school as student worksheets (LKPD). These materials already include complete subject content along with assignments for students to complete. This aligns with the results of an interview with Ms. Dian Faradilla, a Pancasila Education teacher at SMAN 10 Padang, conducted on October 21, 2024:

"Ibuk menggunakan Literasi Akademik yang disediakan oleh sekolah sebagai panduan untuk memberikan tugas kepada siswa karena didalamnya sudah dilengkapi dengan berbagai aktivitas yang bisa diberikan kepada sesuai topik".

However, the academic literacy primarily caters only to auditory learning styles, as it contains many video links. Visual and kinesthetic-based assignments are not well represented, as there are no images or activities involving movement.

2. Guru Menggunakan Metode Belajar "Kelompok Berkunjung" dalam Memenuhi Gaya Belajar Kinestetik

The Pancasila Education teacher at SMAN 10 Padang applies the "Group Visit" method as part of the differentiated process. To better understand this, the "Group Visit" learning method can be seen in the following image:



Figure 11. Group Visit Learning Method in Class X.E.3

This is in accordance with the results of an interview with Ms. Dian Faradilla, a Pancasila Education teacher at SMAN 10 Padang on October 21, 2024:

"Ibuk menggunakan metode kelompok berkunjung untuk memenuhi gaya belajar siswa kienstetik karena mereka pasti lebih senang belajar sambil bermain".

3. The Pancasila Education Teacher at SMAN 10 Padang Has Started Guiding Students to Perform Self-Reflection in the First Meeting

This is based on the observation conducted on October 9, 2024, in Class X.E.3, where the teacher was seen instructing several students to come forward and express what they had learned and what they enjoyed. For more details, see the following image:



Figure 12. Student Self-Reflection in Class X.E.3

Although in practice the Pancasila Education teacher at SMAN 10 Padang has begun giving students the opportunity to reflect on themselves, it is not yet differentiated. This is because it was only directed at a few willing students and was conducted in the same manner, namely by asking the general questions: "What have you learned?" and "What did you enjoy?".

c. Product Aspect

Pancasila Education Teachers at SMAN 9 Padang and SMAN 10 Padang Have Made Efforts to Address the Challenges Encountered in Product Differentiation, as Follows:

1. Teachers Utilize the Pancasila Student Profile Strengthening Project (P5) to Support the Creation of Varied Student Products

Pancasila Education teachers at SMAN 9 Padang and SMAN 10 Padang utilize the P5 program as a means to support students in creating products, as they often feel constrained by limited instructional time. For more details, see the following image:



Figure 13. P5 at SMAN 9 Padang and SMAN 10 Padang

This is in accordance with an interview with Mrs. Dian Faradilla, a Pancasila Education teacher at SMAN 10 Padang, conducted on October 21, 2024:

“Ibuk tidak menungaskan siswa membuat projek pada setiap pertemuan karena merasa kekurangan waktu. Jika masih banyak waktu pelajaran yang tersisa maka akan ibuk usahakan siswa membuat produk tapi jika tidak cukup maka ibuk akan memanfaatkan P5 saja untuk siswa membuat projek”.

However, relying solely on P5 as an alternative when product creation cannot be implemented during regular class time may not be effective. Therefore, the researcher recommends that teachers strive to facilitate product creation during lesson time to ensure the process is more optimal and aligned with the lesson plan. This can be achieved if teachers are creative in designing differentiated teaching modules.



d. Environmental Aspect

In the implementation of environmental differentiation, there are still obstacles encountered. Therefore, the Pancasila Education teachers at these Driving Schools have made efforts to overcome them, as follows:

1. Teachers Adjust the Arrangement of Student Desks and Chairs According to Learning Activities to Meet Group Learning Criteria

Pancasila Education teachers at SMAN 9 Padang and SMAN 10 Padang have adjusted the layout of student desks and chairs based on the learning activities in Meeting 2. This is based on the observation conducted in Class X.E.6 at SMAN 9 Padang on October 16, 2024, where it was observed that the teacher arranged the desks in rows when explaining the material to students and in groups of four during group discussions. Likewise, at SMAN 10 Padang, the teacher arranged the students' seating in groups of four during discussions and in rows when delivering the lesson:

Table 12. Student Desk and Chair Arrangement at SMAN 9 Padang and SMAN 10 Padang

Desk & Chair Arrangement	Activity	Documentation
Row Formation	Teacher Explains the Lesson	
Group of Four	Group Discussion	

DISCUSSION

Differentiated instruction includes modifications to content, process, product, and environment based on students’ learning styles (Machû, 2015). Teachers can develop teaching modules based on three student learning styles (Sindy Dwi Jayanti et al., 2023). The implementation of differentiated learning based on learning styles at SMAN 9 Padang and SMAN 10 Padang has been generally aligned with the four key aspects: content, process, product, and environment. However, it remains incomplete because the teaching modules have not been developed for all meetings, and some student learning styles have yet to be accommodated.

Differentiated learning aims to help teachers align learning activities with the needs of their students (Pozas et al., 2023). An ideal teaching module should include content, process, and product qualifications that are tailored to student learning styles (Sulistiyani et al., 2022). Differences in students' academic self-concept can serve as a foundation for implementing differentiated learning (Trautner & Schwinger, 2018). students tend to be accommodated through adapted content and dynamic instructional processes (Sugebo et al., 2025).

In terms of planning through teaching modules, Pancasila Education teachers at SMAN 9 Padang and SMAN 10 Padang are still using generalized formats. Differentiated learning is a pedagogical approach that recognizes and addresses differences in student learning styles (Tajik et al., 2023). An effective way to identify students' various needs can be achieved through test responses (van Geel et al., 2022). Pancasila Education teachers at SMAN 9 Padang and SMAN 10 Padang have conducted initial formative assessments using questionnaires to map student learning styles and have found that the majority of students at both schools are visual learners.

Once student learning styles have been identified, teachers must prepare materials that meet their needs (Kahmann et al., 2024). Teachers should focus on students' learning styles when delivering material to help students easily understand and process it (Zagulova et al., 2023). The Pancasila Education teacher at SMAN 9 Padang provided audiovisual content through illustrated narratives and videos for two meetings, while the teacher at SMAN 10 Padang provided visual content only, using PowerPoint slides containing illustrations and summarized material during the first and second meetings. Process differentiation in teaching modules must use varied learning methods that align with students' learning styles (Sulistiyosari et al., 2022). One of the four key elements of effective differentiation is differentiated instruction (Conner et al., 2024).

Teachers who implement differentiation in the classroom ensure that every child learns according to their abilities without discrimination (Gibbs & McKay, 2021). Differentiated teaching in the classroom can be implemented through various instructional methods (Dorfberger & Eyal, 2023). Process differentiation at SMAN 9 Padang has been partially implemented by using various methods that accommodate audiovisual learning styles, including Q&A sessions, oral presentations, and group discussions. At SMAN 10 Padang, process differentiation has been fully implemented with the use of diverse methods such as Q&A, varied lectures, group discussions, group presentations, and the "visiting group" method, which integrates all student learning styles. For teachers, fulfilling these diverse learning preferences and interests presents a significant challenge (Ardenlid et al., 2025)

In addition to using varied learning methods, important supporting components include student worksheets (LKPD) and self-reflection activities (Sulistiyosari et al., 2022). Each student learns differently and therefore requires a unique approach (Căprioară & Frunză, 2013). Self-reflection activities relate to how students evaluate their learning (Berliana Alvionita Pratiwi et al., 2024). Pancasila Education teachers at SMAN 9 Padang and SMAN 10 Padang have not yet provided worksheets tailored to students' learning styles because they are still focused on school provided learning resources and academic literacy. Similarly, student self-reflection activities have not been implemented at SMAN 9 Padang due to time constraints, while SMAN 10 Padang has conducted them occasionally but not consistently.

The implementation of product differentiation at SMAN 9 Padang and SMAN 10 Padang has not yet been realized, as both schools only allow students to produce one

type of product. In contrast, differentiated instruction emphasizes accommodating student diversity (Goyibova et al., 2025). Finally, the learning environment refers to the conditions, situations, and atmosphere in which learning takes place (Kamal, 2019). Differentiated learning environments focus on adjusting the physical or psychological space where (Hal et al., 2024).

In reality, both SMAN 9 Padang and SMAN 10 Padang have implemented learning environment differentiation. However, the Pancasila Education teacher at SMAN 9 Padang still arranges student seating in groups of four during presentations, whereas ideally, students should be seated in a square formation. Similarly, the teacher at SMAN 10 Padang also instructs students to sit in groups of four during presentations and does not have them sit in rows when the teacher is delivering the lesson.

This results in a less conducive learning atmosphere, as not all students are fully engaged. Some students do not pay attention to their peers when they are presenting or to the teacher during explanations because their seating positions are facing away from the speaker.

Overall, differentiated instruction has not yet been optimally implemented due to several obstacles. The teaching modules prepared by Pancasila Education teachers at both SMAN 9 Padang and SMAN 10 Padang are still general in nature and have not been fully developed to meet pedagogical needs, but rather to fulfill administrative requirements. In fact, pedagogical competence defines the core of a professional teacher's framework (Runge et al., 2023).

An ideal teaching module must include qualifications in content, process, and product that align with students' learning styles (Sulistiyani et al., 2022). Differentiating content in the module means that teachers should present material in various formats (Arlina et al., 2023). Learning styles are categorized into three types: auditory, visual, and kinesthetic (Sutrisno, 2023). The content provided by Pancasila Education teachers in both schools tends to focus on audiovisual learning styles, while kinesthetic-based content has never been implemented. Lessons designed without considering students' diverse learning needs may benefit some while disadvantaging others (Mohamed et al., 2025).

This issue arises due to the lack of teacher creativity and the tendency to rely on PowerPoint or videos, which are more convenient to prepare. Ideally, teachers should deliver material in audio, visual, and kinesthetic formats (Arlina et al., 2023). Although the Pancasila Education teacher at SMAN 9 Padang has provided audiovisual content via videos, these videos are sourced from links in the Ministry of Education's textbook, revealing a limited level of digital soft skills among teachers.

This is because teachers believe that existing videos often have better audio and visual quality. A similar situation exists at SMAN 10 Padang, where the teacher still needs to enhance their creativity in utilizing digital resources. The PowerPoint presentations used consist only of image illustrations and do not contain summarized points or key terms.

In differentiated learning processes, teachers must ensure that student worksheets (LKPD) are tailored to students' learning styles (Atikah et al., 2023). However, the Pancasila Education teachers at SMAN 9 Padang and SMAN 10 Padang have not yet provided such worksheets. This is due to limited time and a lack of understanding in creating them. One of the critical issues in differentiated learning is that teachers must be able to implement kinesthetic learning methods (Kamal, 2019).

In practice, Pancasila Education teachers at both schools have never applied kinesthetic learning methods. This is evident in the perception of the SMAN 10 Padang teacher, who believes that the “Why and Because” ice-breaking activity unrelated to the lesson material is a form of kinesthetic learning. In fact, effective differentiated instruction also requires student self-reflection activities (Batubara et al., 2023). Another obstacle in achieving differentiated learning is the lack of self-evaluation (Frunză & Petre, 2015). Both student and teacher reflection activities during the learning process have never been conducted by the teachers at SMAN 9 Padang and SMAN 10 Padang, as they feel constrained by the limited time available for teaching.

Teachers must be able to create diverse student products to meet various learning needs (Kalinowski et al., 2024). Each student has different personal characteristics (Jovanović et al., 2021). Teaching strategies such as differentiation require teachers to be student-centered (Hendriksen et al., 2024). However, students at SMAN 9 Padang and SMAN 10 Padang have not been given the freedom to create products based on their own preferences. This occurs due to teachers' misconceptions about product differentiation. In fact, students possess unique intelligences, personalities, physical agility, and other traits (Rachmawati et al., 2016).

Lastly, learning environment differentiation focuses on adjusting the physical or psychological setting where students learn (Hal et al., 2024). The learning atmosphere remains uncondusive, as the classroom layout is still not aligned with learning activities. For example, Civic Education teachers at both SMAN 9 Padang and SMAN 10 Padang continue to use a four-person desk arrangement during student presentations, even though a square layout would be more ideal. This stems from a lack of understanding among teachers regarding the different types of classroom layouts appropriate for learning environment differentiation.

The key to successful differentiated learning lies in the teacher's ability to adapt (Langelaan et al., 2024). In terms of content differentiation, the Civic Education teacher at SMAN 9 Padang has attempted to provide audiovisual materials through illustrated narrative texts and videos. However, kinesthetic content is still lacking. Similarly, the teacher at SMAN 10 Padang uses visual content through PowerPoint presentations. Ideally, teachers could also deliver material through movement-based activities in alignment with the subject matter (Gymnastiar, 2024).

In process differentiation, the teacher at SMAN 10 Padang has made efforts to accommodate different learning styles by allowing students the freedom to access information while completing assignments. However, the most crucial aspect lies in product differentiation, where teachers, although encouraging product creation, still tend to produce uniform results that lack variation. In general, the ultimate goal of the *Sekolah Penggerak* (Driving School Program) is to achieve higher learning outcomes (Pamungkas et al., 2024). Differentiated curriculum emphasizes diverse learning contexts and strategically targets improvements through teacher training (Martins et al., 2015). Civic Education teachers at both SMAN 9 Padang and SMAN 10 Padang are committed to regularly participating in school-organized training, especially through learning communities (*Kombel*), to enhance their ability to utilize available technology.

For process differentiation, the Civic Education teacher at SMAN 10 Padang uses academic literacy provided by the school as student worksheets (LKPD). While this academic literacy supports auditory learning styles, it does not address the needs of students with other styles. The same teacher also employs the "Visiting Group"

method, which supports kinesthetic learning through movement (Kamal, 2019). Furthermore, during the first meeting, the teacher has begun implementing self-reflection, although the reflection questions remain general such as "What have you learned?" and are not yet tailored to individual student learning styles."

Product differentiation refers to the outcome of students' work based on their understanding from the teacher (Suwandi et al., 2023). Learning styles significantly influence these outcomes (Muhammad Rofiul Basir, Seivi Sufiatul muhaqqiqoh, 2023). Gaya belajar terdiri dari visual, kinestetik, dan auditori (Rosyidi Karim et al., 2018). Learning styles include visual, kinesthetic, and auditory modalities (Mulyawati et al., 2022). In this regard, Civic Education teachers at SMAN 9 Padang and SMAN 10 Padang utilize the P5 (*Project to Strengthen Pancasila Student Profile*) program to support product creation according to students' learning styles due to limited instructional time. However, this strategy remains less effective since such varied product development should ideally occur during actual class time.

For learning environment differentiation, teachers at both schools have begun adjusting the layout of desks and chairs in accordance with the learning activity during the second meeting. This meets the criteria for group learning, as the physical environment in learning differentiation includes desk and chair arrangements, lighting, ventilation, and the availability of learning facilities (Ryan & Bowman, 2022).

This research offers a real-world overview of how differentiated learning based on learning styles focusing on content, process, product, and environment is implemented in the field, especially within *Sekolah Penggerak*. It identifies the gap between theory and practice, showing that while the concept of differentiation is already recognized, its implementation remains imperfect due to teachers' conceptual understanding and readiness.

For the Education Office, this research can serve as a valuable evaluation tool to improve technical assistance, particularly in the development of teaching modules, independent learning media, and strategies that support various learning styles. For schools, the research can help strengthen curriculum team coordination and student guidance counseling (BK) to ensure that learning style mappings are utilized in designing more adaptive learning experiences. For teachers, this study is essential for evaluating and improving competencies in designing learning strategies that are varied, reflective, and relevant to students' needs.

The main limitation of differentiated learning implementation in SMAN 9 and SMAN 10 Padang lies in the underutilization of teaching modules that should align with all student learning styles, and the lack of teacher creativity in creating kinesthetic content and fully differentiated products. Additionally, this research was conducted in only two *Sekolah Penggerak*, meaning the findings may not represent the overall implementation of differentiated learning in all such schools.

Therefore, more intensive and continuous training is needed for teachers—especially through learning communities with the aim of enhancing their skills in designing truly differentiated teaching modules that match students' learning styles. Furthermore, similar studies should be conducted in a wider range of *Sekolah Penggerak* to obtain a more comprehensive and representative picture of how differentiated learning is being implemented in various educational settings.

CONCLUSION

Civics Education teachers at SMAN 9 and SMAN 10 Padang have implemented differentiated instruction, particularly in content delivery, by utilizing illustrated narrative texts, videos, and PowerPoint presentations to accommodate audiovisual learning styles. Seating arrangements have also been adjusted to support group discussions. However, implementation has not yet been evenly applied across all aspects. Teaching modules and student worksheets (LKPD) are still general in nature and not based on the results of students' learning style mapping. Additionally, reflective activities and learning product options remain limited, thus not fully allowing students to express their understanding in diverse ways. Challenges in implementing differentiated instruction in these two “Sekolah Penggerak” (Driving Schools) include a lack of variety in teaching methods, suboptimal student self-reflection, and classroom physical environments that have not yet fully aligned with the needs of active learning. Nevertheless, efforts to improve are continuously being made, such as the use of movement-based ice breaking, the application of the “visiting group” method for kinesthetic learners, and seating arrangements tailored to specific activities. Teachers also utilize school literacy materials as LKPD content and maximize P5 (Project-Based Learning) activities to support student learning products. This demonstrates that although the implementation is not yet ideal, it is moving toward positive improvement.

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AUTHOR CONTRIBUTION STATEMENT

Fadlihi contributed to the conceptualization, data collection, and analysis of the research. MM, as the supervisor, provided guidance in data interpretation, manuscript writing, and finalized the manuscript. Both authors reviewed and approved the final version of the manuscript.

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