

Pancasila Student Profile Strengthening Project As Implementation of The Independent Curriculum at Putra Putri Bangsa Primary School Lubuklinggau

Yulianti¹, Sudarwan Danim², Badeni³, Muhammad Kristiawan⁴, Fitri April Yanti⁵

¹Education and Culture Department of Lubuklinggau, Indonesia

^{2,3,4,5}Universitas Bengkulu, Indonesia

Corresponding author e-mail: *yulianti241976@gmail.com*

ABSTRACT

This research aims to find out how the project to strengthen the profile of Pancasila students is implemented as an implementation of the independent curriculum at the Lubuklinggau Nation Primary School for Boys and Girls. The method used in this research is qualitative. The research subjects consisted of 1 school principal, 2 teachers and 2 students. The research location is Putra Putri Bangsa Elementary School, Lubuklinggau City. The research results show that Putra Putri Bangsa Elementary School has implemented an independent curriculum since 2022, currently, Putra Putri Bangsa Elementary School is in the Freedom to Change category. The classes that have implemented the independent curriculum are Class I and Class IV. The Independent Curriculum gives educators the freedom to create quality learning that suits students' needs and learning environment. The characteristics of an independent curriculum include Soft Skills and Character Development, Focus on Essential Material, and flexible learning. In implementing the independent curriculum, schools must carry out projects to strengthen the profile of Pancasila students. The project is not directed at achieving specific learning achievement targets, so it is not tied to subject content. Putra Putri Bangsa Elementary School has implemented project-based learning and inquiry learning before the implementation of the independent curriculum, where these two methods are methods that must be used in the independent curriculum. So that Putra Putri Bangsa Elementary School does not have difficulties and obstacles in implementing the independent curriculum. The project to strengthen the profile of Pancasila students has been carried out in the form of student performance. Student performance is an annual routine agenda that has long been carried out by SD Putra Putri Bangsa. Student performance activities are carried out in even semesters. In 2023, the theme of student performance activities is traditional art. This project has proven successful in the planning, implementation, and assessment stages showing the six dimensions of the Pancasila profile.

Keywords: Elementary Schools, Implementation, Independent Curriculum, Project for Strengthening Pancasila Student Profiles

A. INTRODUCTION

Curriculum transformation in Indonesia has taken place periodically since 1945, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and 2013. The curriculum is basically dynamic, following current developments and needs. Therefore, Indonesia has experienced a curriculum transformation until now. Curriculum transformation will bring various changes to the education curriculum in Indonesia in the future. Currently, education in Indonesia applies an independent curriculum which is a transformation of the 2013 curriculum. This Independent Curriculum is quite different from previous curricula because it is simpler and deeper, provides "independence" for educational units in developing it, and presents a learning system that is more relevant and interactive.

The Merdeka Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. This curriculum is designed to create creativity and flexibility for teachers and adapt to the conditions of the educational unit (Direktorat Sekolah Menengah Pertama, 2022).

Curriculum transformation will bring various changes to the education curriculum in Indonesia. The four directions of curriculum change in Indonesia are a more flexible curriculum structure, a focus on essential material, the use of various teaching tools, and the use of digital technology.

First, the curriculum structure is more flexible. The previous curriculum used on a national scale was unable to provide flexibility to teachers, especially in terms of the specified lesson hours per week. In the future, the direction of this curriculum change will provide freedom for teachers regarding lesson hours because it is targeted to be fulfilled within one year, not every week. Second, focus on essential material. Not a few students or parents complain about the density of the lesson material. Subject matter that is too dense means there is not enough time for in-depth learning that is appropriate to the student's developmental stage. Therefore, in the future learning will focus on essential material.

Third, the use of various teaching tools. The available learning materials are less diverse so teachers have less freedom to develop contextual learning. For this reason, the future curriculum will provide flexibility for teachers to use various teaching tools according to the needs and characteristics of students. Fourth, the use of digital technology. It cannot be denied that the previous curriculum was unable to maximize and utilize application-based digital technology. Therefore, it is necessary to have an application that provides various references

for teachers to be able to continue to develop teaching practices independently and share good practices. One of them is the Merdeka Mengajar Platform.

An independent curriculum essentially provides freedom to teachers, students, and educational units according to their individual needs. The orientation of implementing the independent curriculum is projects that suit student needs. Project means activities carried out together with topics or themes according to children's needs, interests, and experiences through teacher guidance so they can explore (AKYOL et al., 2022). Meanwhile, the Pancasila student profile has the meaning of a targeted plan for Indonesian students to become lifelong students who excel with personalities in accordance with Pancasila as a philosophy of life (Shalikhah, 2022). Project activities to strengthen the profile of Pancasila students are integrated with the values of Pancasila as the identity of the Indonesian nation which was formulated to implement education through the project to strengthen the profile of Pancasila students (Nurhayati et al., 2022). Project to strengthen the profile of Pancasila students for the long term to preserve national identity with positive character.

Implementation of the project to strengthen the profile of Pancasila students which creates a golden generation through stages in the form of understanding the project to strengthen the profile of Pancasila students, a willing environment, designing a plan by forming a team, conducting joint assessments and reporting, evaluation and follow-up to the project (Nurdyansyah et al., 2022). To make it easier to go through these stages, teachers must understand how to create a project module that contains theme selection taking into account the dimensions, elements, and sub-elements of the Pancasila student profile according to student development. Project implementation must pay attention to the main principles of the project to strengthen the Pancasila student profile, namely contextual, student-centered, holistic, and exploratory.

Previous research regarding the implementation of the project to strengthen the profile of Pancasila students has not been carried out much because the independent curriculum is relatively new. The related research is entitled "Project for Strengthening the Pancasila Student Profile as an Implementation of the Independent Curriculum at the Hidayatullah Islamic PAUD Institute, Semarang (Cahyaningrum & Diana, 2023). The differences between this research and this research are different locations, different levels of education as well and implementation activities for the project to strengthen the profile of Pancasila students which continues to be in progress towards 2024.

Based on the description above, this study conducted research to describe how the project to strengthen the profile of Pancasila students is implemented as an implementation of the independent curriculum in elementary schools. It is hoped that the research results can be useful as knowledge, reference, and examples of implementing the Pancasila project for elementary schools that adapt to current developments.

B. METHOD

The method used in this research is a qualitative case study type method. The subjects of this research were one school principal, two teachers, and two students at Putra Putri Bangsa Elementary School Lubuklinggau. The data collection technique used was observation using a checklist style and research. Apart from that, in-depth interviews and documentation were obtained from recordings, videos, and photos. Data collection instruments were observation sheets, the researcher himself, and interview guidelines. The data validity test used meets four criteria, namely trust, transferability, dependability, and certainty. The data analysis technique used is the Miles and Huberman interactive model, namely data collection, data reduction, data presentation, elaboration, and drawing conclusions. The research design is illustrated in the chart in Figure 1.

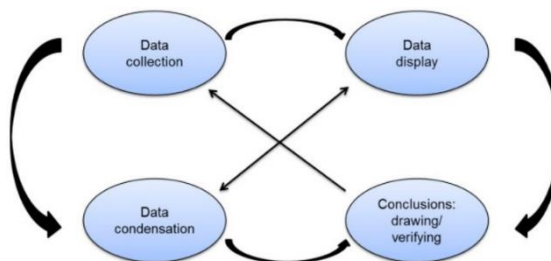


Figure 1. Research Design and Data Analysis

C. RESULT AND DISCUSSIONS

Putra Putri Bangsa Elementary School is one of the elementary schools that has implemented the independent curriculum since 2022 in grades I and IV. Putra Putri Bangsa Elementary School has implemented the strengthening of the Pancasila student profile project as an implementation of the independent curriculum. This was proven after researchers conducted observations and interviews with several subjects to uncover the implementation of strengthening the Pancasila student profile project as an implementation of the independent curriculum. The aspect of the independent curriculum in this research is knowing the concept of the independent curriculum. Meanwhile, aspects of the project to strengthen the Pancasila

student profile (P5) are knowing the P5 concept, the P5 planning stage, the P5 implementation stage, and the P5 evaluation stage.

Independent Curriculum

The results of interviews with subjects related to understanding the independent curriculum showed that the subjects had understood the independent curriculum. The results of the interview were explained by the school principal regarding the independent curriculum. *“An independent curriculum is a curriculum that gives teachers and students freedom according to their needs. So that teachers and students become active and innovative in the learning process”*. This is in line with the opinion of (Yunaini et al., 2022) that an independent curriculum is student-centered and frees students, educators, and schools to choose learning based on their needs. Furthermore, activities are more flexible, creative, independent, and active.

Other opinions were also expressed by educators regarding understanding the independent curriculum. *“The independent curriculum creates learning according to students' needs with the aim of developing their potential so that their abilities can be more optimal.”* From this opinion and explanations according to experts, it can be concluded that the subjects of this research have understood the concept of the independent curriculum.

Putra Putri Bangsa Elementary School is a national plus school with a superior bilingual program, this program consists of children's ability to speak Indonesian, English, and Mandarin. The learning method used is the inquiry learning method and PjBl. Apart from that, the cultivation of character values is in line with the implementation of the independent curriculum programmed by the Ministry of education and Culture.

Putra Putri Bangsa Elementary School utilizes existing resources around the school as a learning resource for students, such as the Linggau Batik Center which is located not far from the school. The activity of visiting the Linggau batik center is included in Indonesian language learning in Class 6. Batik activities are an ancestral cultural heritage in the independent curriculum, namely global diversity (Sari & Muthmainah, 2023). Visiting Orphanages, Community Health Centers, Cake, and Bread Production Houses. Apart from that, there are market day activities held at school.

Project for Strengthening Pancasila Student Profiles (P5)

The Pancasila student profile is designed to provide answers to one big question about students with what kind of profile or competency our education system will produce

(Widyastuti, 2022). Moreover, currently, we are faced with an era of disruption, so it is hoped that with education, students can be equipped to become superior, productive human beings, and can become democratic citizens can participate in sustainable global competition, and don't forget that these things are also accompanied by pay attention to internal national factors related to the ideology and ideals of the Indonesian nation.

As a form effort to prepare Indonesia's golden generation in 2045, by strengthening the profile of Pancasila students, it is hoped that they will be able to become one of the main guards in forming the character of Indonesia's future golden generation. The Pancasila student profile is a character and ability that is formed in daily activities and is brought to life in each individual student through the culture of an educational unit, intracurricular learning, projects to strengthen the Pancasila student profile, and extracurricular activities. It is hoped that this character strengthening can be implemented as early as possible for students so as to create a golden generation that has the best quality and character, however, in implementation in the field, especially in elementary schools, there are still many things that are not optimal and require ongoing training and mentoring (Elinda Rizkasari, 2023).

"P5 is intended as a government effort to prepare students for society through projects." According to the results of interviews conducted with (IR). *Other opinions regarding P5 were also expressed by several teachers. According to FNS "P5 grows students' skills in solving problems through projects so that students learn to think critically and deliberate or discuss to reach a consensus decision"*

This opinion is supported by research (Safitri et al., 2022) which states that developing the profile of Pancasila students carries out project-based learning activities. So, it is hoped that in the future students will become people who have character values that are in accordance with the character values embedded in each of the principles of Pancasila.

Project Planning for Strengthening Pancasila Student Profiles (P5)

At the planning stage, the principal, teachers, and the foundation held meetings and discussions regarding the project to be carried out by Putra Putri Bangsa Elementary School students. Selection of themes to determine the topics developed are suitable to the characteristics of the school. From this selection, a module is designed as a general overview of P5 which will later be implemented according to interests, so the project module is flexible and can be changed according to students' ideas, interests, and needs. The project module is designed outside of intracurricular activities. Designed by the person in charge, the themes and

topics contain dimensions, elements, and sub-elements from the government according to needs. From the results of interviews with several IR, MSD, and FNS subjects, it was found that:

"We held a meeting to discuss the themes that would be used in the students' performance activities. Based on the results of the meeting, an agreement was obtained that the theme of the student's performance in 2023 was Traditional Art. "The activity will be held in the Smart Hotel Lubuklinggau Ballroom."

Interviews were also conducted with AND and DD students. *"We discussed what theme would be displayed, and after discussion, we made the decision to carry the theme of a whole new world. We perform angklung music, pianika, dance, singing, and a whole new world of musical drama. We do training 2-3 times a week. Next, we determine the costumes that will be used when performing, namely for male students wearing black and white clothes while female students wear blue dresses".*

The following is a figure 2 and 3 of the planning stages that have been carried out.



Figure 2. Planning Stage Through Discussion between the Foundation and Teachers in Determining the Project Theme



Figure 3. Project planning stage carried out by students and homeroom teachers

Implementation of the Project for Strengthening the Profile of Pancasila Students (P5)

The implementation stage contains six dimensions faith, devotion to God Almighty, noble character, independence, cooperation, global diversity, critical reasoning, and creativity (Cahyaningrum & Diana, 2023). The implementation stage aims to create graduates with Pancasila character. according to the Indonesian state policy. The results of interviews with students showed that *"we didn't experience any difficulties when performing, it was just a little tense because we were worried that there would be mistakes on stage."*

This agrees with what the teacher said *"some of the children were a little tense but the rest enjoyed and enjoyed the activity"*.

During the process of implementing P5, the characters that are formed include faith, which begins with praying before the performance. Independence by being responsible for their respective roles. Working together when a friend is experiencing difficulties, other friends will help provide support and solutions. Global diversity through angklung performances. Critical reasoning when students provide opinions regarding the performance that will be shown and all the things that are needed. Be creative in making the properties that will be used.

The following is figure 4 and 5 of P5 implementation activities.



Figure 4. Pianica Playing Performance



Figure 5. Angklung Playing Performance

Evaluation of the Project for Strengthening the Profile of Pancasila Students (P5)

After success in P5 activities, the next stage is carrying out evaluation and follow-up. Evaluation is carried out as reflection material for future project improvements. The evaluation results show that more team coordination is needed so that there is no miscommunication during the waiting list process. Because many students will appear. Apart from that, you can then look for a performance venue that has a large backstage to provide more relief in the process of preparing students who will perform.

Follow-up activities consist of selecting topics with activity issues and what month they will be held.

D. CONCLUSION

The project to strengthen the profile of Pancasila students as a new paradigm for the independent curriculum can be implemented in elementary schools including the Lubuklinggau Bangsa Boys and Girls Elementary School through the discussion planning stage in determining the traditional art theme and continued by updating information on global diversity, implementation involving student-centred partners, and evaluation to see success and determine follow-up actions. The cultivation of Pancasila dimensions through projects with a Pancasila profile in elementary schools as students are fostered through project activities in the form of presenting art performances according to traditional art themes so as to foster the value of loving Indonesia. Learn to deliberate for project activities to reach a consensus in the form of activities

to choose songs to be performed involving children's ideas. The six dimensions of the Pancasila profile are visible when these activities are creative, faith in God, independence, mutual cooperation, critical thinking, and global diversity. However, in its application, there are of course challenges in the form of nervousness because you are worried about making mistakes when performing and forgetting the dialogue you will deliver. Project success is not only determined by the results, but when students start the process from the beginning there is character cultivation in the form of a process of praying, working together, asking questions, tidying up the project, and learning to respect each other's differences in ideas. The next hope of educators in P5 is that students will have an impression of the ongoing project process so that it is useful for cultivating stronger Pancasila dimension characters when understanding and remembering the project process from the beginning to the end of the project rather than focusing on the finished product of the project.

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