

Implementation of the Pancasila Student Profile in the ‘Merdeka Belajar’ Curriculum at Elementary Schools

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Abstract:

The lack of knowledge among teachers in implementing the Pancasila student profile in the *Merdeka curriculum* poses its own challenges and obstacles. Therefore, teachers need to engage in self-improvement, including examining how the implementation process can be executed effectively and yield optimal results. Consequently, this case study was conducted with the aim of describing the implementation of the Pancasila student profile in the *Merdeka Curriculum* at GMIM Radey elementary school, the challenges and obstacles, and the efforts to address them. In this research, the researcher acted as the key instrument, and key informants included the school principal, teachers, students, parent representatives. Data were collected through interview, observation, documentation techniques. Data were analyzed using qualitative techniques, including data collection, data reduction, data presentation, drawing conclusions. The research findings revealed that the implementation of the Pancasila student profile in the Merdeka curriculum at GMIM Radey elementary school occurs through three types of learning: intracurricular, cocurricular, extracurricular. Furthermore, challenges and obstacles included a lack of IT skills, limited teacher knowledge in creating diverse Pancasila profile project themes (constituting 20-30% of total learning time), and a shortage of learning media. Consequently, teachers need to continually develop themselves, guided by both the school principal's directives and their own motivation, such as participating in prospective teacher empowerment programs.

Keywords —Pancasila student profile, independent curriculum, learning in elementary school

I. INTRODUCTION

The implementation of the *Merdeka Curriculum* by the government as an anticipation of the impact of the pandemic on learning delays and learning disparities, compared to the emergency curriculum in August 2020 [1]. The implementation of the *Merdeka Belajar* (Freedom to Learn) Curriculum is an initiative by the Government of Education and Culture (Indonesia) to produce high-quality human

resources through policies that strengthen the role of all education stakeholders [2]. The *Merdeka Curriculum*, in a progressive manner, emphasizes the freedom of students to develop their interests, talents, and competencies [3].

The implementation of a curriculum requires a solid knowledge foundation as the main prerequisite for that curriculum [4]. In line with what [4], [5] also emphasize that teachers need to

delve deeper into the *Merdeka Curriculum* to facilitate its implementation in schools by considering projects tailored to students' phases, ensuring meaningful, profound, and enjoyable learning outcomes are achieved, and producing competent Pancasila student profiles.

In the implementation of the *Merdeka Curriculum*, several issues have been identified by teachers in the planning, execution, and assessment of learning. In the planning phase, problems encountered by teachers include difficulties in analyzing learning outcomes, formulating learning objectives and their flow, as well as teaching modules, determining teaching strategies, models, and methods. Furthermore, during the learning execution phase, challenges arise from teachers' limited ability to use technology and media, as well as limited learning resources and extensive learning materials, along with a shortage of learning time when using Project-Based Learning (PjBL). As for the assessment phase, the constraints faced by teachers include a lack of knowledge in determining the form of assessment [6]. The issues in implementing the *Merdeka Curriculum*, as described above, are also found among elementary school teachers in the Radey Sub-district.

One of the components in the implementation of the *Merdeka Curriculum* in elementary schools is the implementation of the Pancasila student profile. The Pancasila student profile is a translation of the national education goals and serves as the primary reference guiding education policies, including providing guidelines for teachers to build and shape students' character and competencies [7]. Teachers in schools that implement the *Merdeka Curriculum* must have the ability to carefully and accurately develop projects in accordance with curriculum guidelines [8]. The Pancasila profile strengthening project is an interdisciplinary learning approach aimed at devising solutions to various everyday issues presented in the learning process [9]. In the 2023-2024 academic year, most elementary schools are required to implement the *Merdeka Curriculum* in Phase A, which includes grades 1 and 2, in Phase B, which includes grade 4, and in Phase C, which includes grade 5. Teachers are equipped with workshop training on the implementation of

Merdeka Belajar in each phase, organized during district and county-level KKG (teacher working group) meetings. However, in the implementation process, researchers and their fellow teachers still have doubts about their success in shaping Pancasila learners due to a lack of knowledge and skills in structuring projects for the formation of the Pancasila student profile. Given the urgency of implementing Pancasila student profile learning in the *Merdeka Curriculum*, the researchers consider it important to conduct research with the aim of describing the implementation of the Pancasila student profile in *Merdeka Belajar Curriculum* at SD (elementary schools). This research can serve as input for researchers and other teachers at Inpres Radey Elementary School to plan and implement learning that shapes Pancasila learners as an outcome of the *Merdeka Curriculum*, namely the Pancasila student profile.

Several previous studies have been conducted, including [10], who found that teachers' strategies in implementing the Pancasila student profile are through differentiated learning, project-based learning, and habituation. In line with [10],[11] also concluded that the implementation of learning with the strengthening of the Pancasila student profile is carried out using differentiated learning and socio-emotional competencies. Meanwhile, the research results of [12] state that the values of the Pancasila student profile are implemented through collective activities, literacy and numeracy activities, brief religious studies, flag ceremonies, and cultural school camaraderie. Similarly, the research by [13] states that SDN Joglo 10 Pagi, as a leading school, implements six dimensions of the Pancasila student profile strengthening project with literacy programs in both the classroom and the library, as well as extracurricular activities such as flag ceremonies, prayers, singing, and providing support to Phase A students. This research differs from some of the previous studies mentioned above in terms of subjects and the timing of the research. One determinant of successful learning is the students themselves. Therefore, this research differs in terms of subjects as it is conducted with students in South Minahasa Regency, specifically in the Tenga sub-district, at GMIM Radey elementary school.

II. METHOD

The approach used in this research is qualitative, employing a case study method [14]. Given that the research is conducted in a single school, namely GMIM Radey elementary school, this case study represents a single-case study [15]. This research aims to describe the results of the analysis on how the implementation of the Pancasila student profile is carried out within the *Merdeka Belajar Curriculum* in an elementary school. In this study, the researcher acts as the primary instrument [16] and collects data using interview, observation, and documentation techniques [17]. Key informants in this research include the school principal, teachers, students, and parent representatives. Data analysis in this study uses qualitative data analysis techniques adapted from Miles & Huberman, which involve data collection, data reduction, data presentation, and drawing conclusions [18].

III. RESULT AND DISCUSSION

GMIM Radey elementary school is one of the schools that has implemented the *Merdeka Curriculum*. In implementing the *Merdeka Curriculum*, schools are offered the choice of one of the three forms of the *Merdeka Curriculum* [19], namely independent learning, self-transformation, and independent sharing [20]. GMIM Radey elementary school chose the form of self-transformation. The implementation of the *Merdeka Curriculum* in the form of self-transformation provides schools with the flexibility to apply the *Merdeka Curriculum* using the resources provided by the Government of Education and Culture at the elementary school level for grades 1 and 4 on the Government of Education and Culture's curriculum website or the *Merdeka Mengajar* platform [21].

In the implementation of the *Merdeka Curriculum*, three types of learning are recognized: intracurricular learning, cocurricular learning, and extracurricular learning. The implementation of the Pancasila student profile at GMIM Radey elementary school through these three types of learning is, of course, driven by teachers [22],[23].

The implementation of the Pancasila student profile's first dimension, which includes faith,

devotion to the One Almighty God, and noble character, consists of five elements: religious ethics, personal ethics, ethics towards humanity, ethics towards nature, and state ethics. These five elements of the first Pancasila student profile dimension are implemented through three types of learning: intracurricular learning, cocurricular learning, and extracurricular learning. Activities within intracurricular learning include starting and closing lessons with prayers. In cocurricular activities, there are collective worship activities on Mondays and Fridays, participating in cleaning the school environment every Friday, and visiting friends who are sick or experiencing bereavement. Meanwhile, the implementation in extracurricular activities includes praying before practice, assisting each other in extracurricular drum band groups, and collaborating with each other. The findings of this research are consistent with the findings of research by [24], who suggest that the Pancasila student profile dimension of devotion to the One Almighty God and noble character is implemented through the habit of praying at the beginning of lessons, exemplifying and fostering discipline, participatory learning, and school program activities. This teaches students to have devotion to the One Almighty God.

The implementation of the Pancasila student profile is considered important to preserve the identity of students, uphold noble culture, and remain open to other cultures for the development of positive new cultural aspects. The second dimension of the Pancasila student profile, which is global diversity, is applied through three types of learning: intracurricular, cocurricular, and extracurricular learning. This is expected to help build the character of the Indonesian nation through students as the backbone of a superior and globally competitive nation [25]. The dimension of global diversity, as implemented GMIM Radey elementary school, consists of four elements: learning about cultures, communicating and interacting with one another, being responsible, and striving for justice. This is evident in the learning environment where discussions involve respecting the opinions of classmates while they present their work. In cocurricular activities, students take turns leading

worship and engage in classroom and extracurricular cleaning duties. In extracurricular activities, there are drum band rehearsals and traditional dance performances. This approach is intended to nurture students who can contribute to the global community while preserving their cultural identity and values.

Furthermore, the dimension of mutual cooperation, which is the third Pancasila student profile, is implemented at GMIM Radey elementary school through voluntary and collective activities to make tasks lighter. During the learning process, group discussion strategies are employed, encouraging students to assist one another. This happens because heterogeneous groups are formed, and students help each other. The same applies to cocurricular activities such as community service and extracurricular activities that involve collaborating to create harmonious music in drum band performances. The research findings align with the findings of [12], who state that one way to implement the Pancasila student profile is through mutual cooperation activities that emphasize acts of mutual assistance and helping each other. Through these activities, students are taught to build friendships, provide positive responses, and control their emotions. If these practices become ingrained in the school culture, they can extend to the wider social environment outside the school.

The fourth dimension of the Pancasila student profile is independence. In this fourth dimension of the Pancasila student profile, students are encouraged to take responsibility for the learning process and its outcomes. During learning, students are expected to be independent by completing tasks without constant reminders, such as submitting assignments on time, fulfilling cleaning duties according to the schedule, and attending training sessions punctually and as scheduled. Independent students are committed to continuously self-improvement, allowing them to adapt to the challenges they face as they evolve and respond to changes [26].

The fifth dimension of the Pancasila student profile is critical thinking. In this dimension, students are expected to process information in learning and turn it into knowledge and skills

within themselves. The implementation of the fifth dimension of the Pancasila student profile, which is critical thinking in learning, involves presenting problems as the object of learning. Research findings by [27] indicate that the percentage of practicing the Pancasila student profile varies across dimensions, with 77.94% for the critical thinking dimension. This achievement is still considered reasonable because there are inhibiting factors, such as students' varying abilities to implement critical thinking effectively or their varying capabilities in reasoning through problems. This highlights that not all students develop equally, and it can also be attributed to a learning process that may not sufficiently guide problem-solving [28].

The sixth dimension of the Pancasila student profile, which is creativity, is implemented in Pancasila learner projects that involve creating crafts from recyclable materials in the students' surroundings. The research findings slightly differ from those of [29], who foster creative skills and other Pancasila student profile aspects through activities like cooking classes. This difference illustrates that there are many project themes that can serve as a means of implementing the Pancasila student profile.

The obstacles to implementing the Pancasila student profile at GMIM Radey elementary school include the limited ability of teachers to use IT and the lack of knowledge among teachers in determining Pancasila student profile project themes, which make up 20-30% of the school's learning time. This is in line with the research findings of [30], which identified limiting factors in the implementation of the Pancasila student profile, such as the limited ability of teachers to interpret the application of the Pancasila student profile in projects and their limited knowledge of information technology (IT) [31]. Additionally, the challenges faced include the limited availability of supporting teaching resources at GMIM Radey elementary school.

In response to the challenges and obstacles identified in this research, teachers are given the opportunity to attend various training programs, either as part of their duties from the school

principal or as an initiative of the teachers themselves, such as enrolling as potential teacher leaders. Through teacher self-development activities, like reading articles or participating in training, teachers can be creative in creating teaching materials and methods that enhance students' learning interest, as found in the research of [32] and [33]. Teacher self-development activities can also lead to increased enthusiasm and motivation for learning among students [34]. Additionally, the school principal mandates that teachers regularly participate in Teacher Working Groups (KKG) at both the district and sub-district levels to enhance the commitment of teachers in carrying out their duties. Commitment to duty has a direct relationship with teacher performance [35].

IV. CONCLUSIONS

The implementation of the Pancasila student profile, which includes faith, devotion to the Almighty God, global diversity, mutual cooperation, independence, critical thinking, and creativity, in the *Merdeka Curriculum* at GMIM Radey elementary school is carried out through three types of learning: intracurricular, cocurricular, and extracurricular learning. The implementation of the Pancasila student profile in the *Merdeka Belajar Curriculum* at GMIM Radey elementary school has encountered obstacles and challenges. These include the limited IT skills of teachers, their lack of knowledge in determining themes for Pancasila learner projects, and the limited availability of teaching resources. This demands hard work from teachers to self-improve, either following school leadership instructions or independently. By doing so, they can overcome the various obstacles and challenges they face, ultimately enhancing students' enthusiasm and motivation in the learning process, leading to the optimal achievement of the Pancasila student profile.

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