

Implementation of the Independent Curriculum in the Pancasila Student Profile at Driving Schools

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Abstract

The research illustrates the implementation of the independent curriculum in the profile of Pancasila students in driving schools. This research aims to see how the implementation of the independent curriculum based on the Pancasila student profile and the role of driving schools in the implementation of the independent curriculum. This research uses qualitative methods with a literature study approach through collecting information in the form of journals, books, mass media, and so on both physical and nonphysical. The results of the study explained that, the implementation of the existing Pancasila student profile in the independent curriculum there is a project developed based on the theme set by the government, through the Pancasila student profile program is expected to become individuals who have good morality, are able to compete both at the national and global levels, and have the ability to work together to develop creative ideas and most importantly make students able to apply the profile dimension Pancasila students in everyday life. The driving school is one of the axes of the implementation of the independent curriculum that has been implemented, the principal and teachers are trying to maximize the school's role as an education developer and grow all the potential contained in students.

Keywords: Merdeka Curriculum, Pancasila Student Profile, Mover School

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INTRODUCTION

Efforts to improve the quality of Indonesian Education from year to year have undergone curriculum renewal where one of the objectives of curriculum changes is to make the quality of Indonesian Education more advanced by looking at the reality of the development of technology today, especially in the 5.0 era which unconsciously demands increasingly complex education.

The curriculum has a crucial and strategic role in the course of the learning process (Mardiana & Sumiyatun, 2017). The curriculum is the main pillar in the learning process. Although not the only determining factor in educational success, the curriculum guides teachers in teaching and becomes the foundation for principals in developing schools. The policy for implementing the Independent Curriculum refers to Permendikbud Ristek No. 56 of 2022 concerning Guidelines for Curriculum Implementation in an effort to restore learning (Yusrizal, 2020). In February 2022, the Minister of Education, Culture,

Research, and Technology, Nadiem Makarim, launched a number of new policies in the world of education in Indonesia. One of the main policies is the "Mobilizer School" program involving 2,500 schools from 34 provinces and 110 districts/cities. The Merdeka Curriculum was initiated with the main aim of improving the quality and accessibility of education in these areas. This program was created as a solution to various educational challenges faced by Indonesia, especially in improving education inequality (Suratno, Mustofa, R.H., Sari. D.E., T., Gano-an. J. S., Amanda, 2023). The move between the 2013 curriculum to the Merdeka curriculum became a new paradigm that had been initiated by the government with a new policy called the Pancasila student profile. According to the Ministry of Education and Culture, Pancasila Students itself is a manifestation of the practice of Pancasila values and global mastery that can be possessed by every Pancasila student.

According to the Ministry of Education and Culture, the profile of pancasila students has six characteristics, first having faith and fear of God Almighty (having noble morals); second, developing an independent attitude; third, creative; fourth; be able to think critically; fifth, work together; Sixth, have global diversity. The era of 5.0 is one of the competencies that students must have, the Pancasila Student Profile is needed in learning as a form of character building process. Character building is the government's effort in improving the quality of education as a whole. From this presentation, the formation of the nation's educational character by applying the Pancasila student profile is needed. The fact that in Indonesia itself the application of Pancasila values is still minimal, there are many cases of juvenile delinquency, lack of manners and many others become problems that Pancasila values have not been fully embedded in their heartstrings.

Figure 1. Pancasila Student Profile



Changes in the Structure of Curriculum 13 to the Independent Curriculum There have been several changes The structure of the independent curriculum for junior high schools has undergone several changes, including the addition of informatics subjects as compulsory subjects, as well as changing the status of craft and cultural arts subjects to electives. In addition, the allocation of learning time has also changed with a division based on calculations per year, which is divided between regular learning and project learning. Information about changes in the learning structure in junior high schools was obtained from the Ministry of Education, Culture, Research, and Technology's Merdeka Mengajar program in 2021. In the curriculum structure, there are several lessons that become compulsory, including mathematics. Although the allocation of learning time remains at 180 hours per year, the implementation has changed between the 2013

curriculum and the independent curriculum. In the 2013 curriculum, regular learning and project learning are combined into one unit which is implemented without a block system. Meanwhile, in the independent curriculum, project learning and regular learning are separated and implemented through a block system (Malikah et al., 2022)

The Merdeka Curriculum has been widely applied to several existing schools, especially in Java Island where 90% of schools use the Merdeka Curriculum. The implementation of the Independent Curriculum is supported through the Driving School. The criteria for schools to be categorized as driving schools must be met, including: 1) the principal has at least one term remaining, 2) is registered in the education database (Dapodik), 3) includes a statement letter confirming the remaining term of service as principal of the relevant institution, 4) has a health certificate that includes physical and mental condition and is clean from drugs and other hazardous substances, 5) are not in the process of moderate or severe disciplinary punishment in accordance with applicable regulations (Halimatussakdiah, 2023). After meeting the general criteria, the Ministry of Education and Culture will conduct further selection which includes: 1) having a vision and mission to be part of the driving school, 2) ability in strategic decision making and the ability to initiate change, 3) being able to undergo mentoring and mentoring, 4) having skills in collaboration, and 5) showing ethical maturity (Halimatussakdiah, 2023).

Research conducted by Erlintang Alif Nurjanah and Rochman Hadi Mustofa revealed that three schools have implemented the Strengthening Pancasila Student Profile (P5) Project as a strategy to instill character values. This approach involves collaborating with external practitioners, implementing learning tailored to students' individual needs, and using Platform Merdeka Mengajar (PMM) as a tool to share best practices. However, there are several challenges in the implementation of the Independent Curriculum faced, such as the need for adjustments for students related to project-based learning, misunderstandings related to tailored learning, and the need for more guidance in making independent teaching modules that can be tailored to the needs and stages of student development. This research provides a more complete insight into the implementation of the Independent Curriculum at the school level (Nurjanah & Mustofa, 2024). Research by Dewi Fortuna Arrasy and Reno Fernandes that SMA Negeri 8 Padang, as one of the driving schools, implements three stages of strategy in the implementation of the Independent Curriculum, namely the planning, implementation, and evaluation stages (Submitted by Morris, 2023). Research conducted by Ria Putranti Arwitaningsih, Befika Fitriya Dewi, Egg Mega Rahmati, Khuriyah that the Merdeka Curriculum is present as a curriculum that can produce innovations in creating a fun learning environment and in line with the goals of national education. The implementation of the Independent Curriculum at the elementary / MI level also aims to strengthen the Pancasila Student Profile. The principles of the Independent Curriculum encourage students to be more active, creative, and independent in the development of their knowledge and skills. The implementation of the Independent Curriculum in Integrated Islamic Elementary Schools that emphasizes the character of Islamic learning uses the Independent Sharing Category approach, where schools implement the Independent Curriculum (Submitted by Morris, 2023). Based on the statements and research results above, it can be formulated with How to implement the independent curriculum based on the Pancasila Student Profile and the role of driving schools in implementing the independent curriculum.

METHOD

The research method used is a qualitative method with a literature study approach. Qualitative methods can be understood According to Sutarna (2019) and Sharma (2013), qualitative research is a study that focuses on a detailed explanation of the entire research process, by quoting directly through descriptions of situations, events, interactions, and behaviors that are noticed (Nurhantara & Ratnasari Dyah Utami, 2023).

The qualitative method focuses on research that is data that can be interpreted in the form of a sentence whose results we can conclude from an event with which we understand the meaning of the sentence. Literature study approach to collect relevant information according to the topic or problem being researched. Information can be obtained from research journals, newspapers and mass news magazines, books and literature both in physical and non-physical form. The purpose of literature study can contain systematic relationships between research and those sought from the field of science. The research process of central studies has an important role before research, carrying out activities in the form of finding relationships between problems, both in terms of problems that have relevant theories. Thus, researchers will be supported both from existing theories and can be proven in real and facts, concrete research results, and conclusions to solve a problem, as well as constructive suggestions (Setiawan, n.d.).

RESULTS AND DISCUSSION

A. Characteristics of the Independent Curriculum applied

The curriculum that occurs in Indonesia like from year to year has changed, the last curriculum that has been often used by schools is the 2013 curriculum, but in 2022 the latest curriculum has been launched. Curriculum is a series of plans and guidelines that include objectives, materials, subject matter, and methods used as guidelines in the implementation of the teaching-learning process to achieve educational goals (Sulaiman, 2022). Curriculum Merdeka is a government initiative to overcome the impact of learning affected by the Covid-19 pandemic. The Curriculum Merdeka Learning program aims to change the way of learning from the classroom environment to outside the classroom (Inderta, E., Zalinus, no., Waskito, O., Samala, A. D., Rianda, A. R., & Adi, 4 C.A.). The Merdeka Curriculum is a curriculum that prioritizes differentiated learning, where learning is not only glued to books and also learning according to the abilities and needs of students, and especially students are equipped with abilities that can hone skills in the form of project learning, and the existence of a Pancasila Student Profile. Learning concepts outside the classroom can provide opportunities for students to collaborate more, communicate in completing learning tasks.

The objectives of the Merdeka curriculum as According to Gumilar & Aulia (2021), the Merdeka Curriculum aims to provide opportunities for the full development of potential and freedom to students, taking into account their abilities and development in the learning process. This statement describes the Merdeka Curriculum as a learning plan that liberates individuals in the school environment, especially students who have various potentials, interests, and talents that need to be considered and developed appropriately (Gumilar, S. I., & Aulia, 2021). In the learning process that occurs in the Independent Curriculum, teachers have the flexibility to choose how teachers can develop various learning tools and of course can be adjusted to student learning needs, what is needed and what is the interest of students. The purpose of the state presenting the Independent Curriculum is to be able to produce students who are in accordance with the foundation of the state and can implement pancasila in everyday life, so we can call it the Pancasila Student Profile.

B. Independent Curriculum Based on Pancasila Student Profile in Driving Schools

The Pancasila Student Profile is one of the aspects contained in the Independent Curriculum, where all Pancasila Students are expected to realize the dimensions that exist in the Pancasila student profile. To strengthen the achievement of the Pancasila student profile in the Independent Curriculum, there is a project initiative included in the curriculum. This project was developed based on the theme set by the government. In the Merdeka Curriculum, this project is not intended to achieve specific learning targets such as the Minimum Completeness Criteria (KKM). Instead, the project is

integrated into a wide range of subject content and is not limited to a single subject content. The learning strategies in this curriculum are project-oriented or case studies. Students are required to analyze learning materials related to contextual situations through projects. This project is known as the Pancasila Student Profile Strengthening Project (P5), which is a combination of various subjects. In this project-based learning process, students will make observations on a problem and then provide real solutions to the problem (Ministry of Education and Culture and Technology, 2022).

The Pancasila Student Profile has six dimensions; 1. Have faith in God Almighty and have noble morals, 2. Global diversity, 3. Mutual Cooperation, 4. Independent, 5. Critical Reasoning, 6. Creative. These six dimensions cannot be separated, if one of the Pancasila student profiles does not exist then it cannot be a meaning of the Pancasila student profile. For example, when students have a new idea to be able to solve a problem, it is necessary to think critically to identify an existing problem. So, the resulting solution needs consideration so that the benefits have a positive impact and minimize negative impacts. Including in the first dimension where it is necessary to consider morality towards other creatures, the dimension of believing in God Almighty and having noble morals contains elements, namely, personal morals, religious morals, morals to humans, morals to nature, state morals, therefore the moral development begins with the personality of a strong belief in God Almighty, If religious beliefs have taken root in the student's heartstrings. The dimensions of global diversity include respecting culture, communication and social interaction, tolerance and responsibility for diversity and social justice, therefore students are expected to be able to become active souls because it is easy to adapt to a global world where global insight expects students to be able to open horizons of interaction and mutual respect between others. The dimension of mutual assistance, increased care and sharing. Students are expected to have a high attitude of concern between others, starting with concern for friends who have difficulties in life, or friends who need an explanation of understanding tasks that have not been understood, the rest can be helped to learn and teach each other. The independent elements are self-understanding and the existing situation, emotional conditioning and controlling properly and correctly. The critical reasoning dimension has elements of being able to easily receive information and process ideas as well as analyze and evaluate reasoning, being able to reflect on one's own thoughts and being able to make new understandings to others. Finally, the creative dimension which produces innovative work, as well as novelty in making works, flexibility in thinking so that it can easily find alternative solutions differently.

Making students successful in implementing the Pancasila Student Profile certainly requires an educator role figure who is able to implement the Pancasila student profile in the educator first, then the educator will easily develop the Pancasila student profile to students, besides that the task of the educator can identify the Pancasila student profile first. By referring to this profile, students will find it easier to follow the set direction. They will surely find exemplary examples from their educators or teachers in practice and learning from them. This Pancasila student profile is not only taught in one subject, but is integrated into all learning content. It is expected that in implementing the Pancasila Student Profile, students will have cognitive intelligence as well as character and competence that strengthen the noble values of Pancasila. This is important given the many cases today where a person may be intellectually intelligent but lack an understanding of ethics and the values of manners (Arwitaningsih et al., 2023).

According to the Ministry of Education and Culture, the emergence of independent learning began by appointing several schools to be part of the mobilizing school program. The driving school or superior school itself has a benchmark curriculum structure referring to the Decree of the Minister of Education, Culture, Research and

Technology No. 162 of 2021. The purpose of this program is to prepare educational institutions in forming the next generation of the nation that emphasizes the values of lifelong learning and the character of students as Pancasila students. The role of the teacher is very important in achieving the success of this program as a key subject that guides, facilitates, and directs students towards positive things (Ainia, 2020). Movers School or excellent school is actually not a luxurious school with quality infrastructure. Mover or flagship school here refers to a school led by a principal who has successfully completed training related to mover or excellence school. Of course, the principal has a strong intention and commitment to implement changes for the advancement of the education sector in Indonesia (Laila et al., 2022).

The basic idea of the independent learning policy is to focus on the role of educators in triggering student learning motivation, encouraging them to continue exploring and creating a learning environment that is fun and appropriate for them, so that students do not feel pressured when teachers deliver material. In addition, emphasis is given to the importance of teacher involvement in implementing and adjusting the independent curriculum in the classroom according to student needs (M&Arfiansyah, 2021). Driving or leading schools are given the freedom to apply the Pancasila profile based on the central curriculum of excellence used in previous years. However, for the future, with the implementation of the independent curriculum, the Pancasila student profile will become an integral part of every subject (Alsubaie, 2016) (Laila et al., 2022).

CONCLUSION

The independent curriculum has an important role and change in the development of Indonesian education. The curriculum is essentially like a bridge that will certainly bridge students in learning activities. The independent curriculum emphasizes differentiation learning where students can learn subject matter according to their abilities, needs based on learning experience. Therefore, the independent curriculum is an effort to meet the needs of students to develop potential. Efforts are made as well as equitable distribution of differences in potential and competence so that learning objectives can be achieved properly. From the educator or teacher side, it is much easier too, because teachers do not have to be required to use established learning strategies and methods, but instead teachers are able to develop creative ideas in carrying out learning. The independent curriculum also contains a Pancasila Student Profile where students can practice Pancasila values in everyday life.

The profile of Pancasila students contained in Permendikbud Number 22 of 2020 that the independent curriculum contains P5 (Project for Strengthening the Profile of Pancasila Students) which includes six indicators, namely: 1) Faith, fear of God Almighty, and have noble morals; 2) Global diversity; 3) Working together; 4) Independent; 5) Critical reasoning; and 6) Creative. Through the Pancasila student profile program, students are expected to become individuals who have good morality, are able to compete both at national and global levels, and have the ability to work together and develop creative ideas. Teachers have an important role in implementing the Pancasila student profile as a form of character education for the nation's children. The implementation of the Pancasila student profile can be realized with a project where the project is developed in each subject, the project is formed by combining several student subjects then a project can be triggered and implemented. From a project work, there is the practice of the Pancasila student profile which is still echoed by the curriculum in order to realize maximum results. The driving school is one of the axes of the implementation of the independent curriculum that has been implemented, the principal and teachers try to maximize the role of the school as an education developer and grow all the potential contained in students.

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