
Strengthening Pancasila Student Profiles In Independent Learning Curriculum In Elementary School

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Abstract

The objective of this study is to see how the Pancasila Student Profile is strengthened in the Independent Learning Curriculum in elementary schools. The data collection method was the research library, and the approach was qualitative. According to the findings of the study, reinforcing the Pancasila Student Profile in the Independent Learning Curriculum provides a solution for developing Pancasila-based character. The Pancasila Student Profile has six competencies consisting of faith, fear of God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity. The Pancasila Profile strengthening project is cross-disciplinary learning with a Project-Based learning approach and differs from project-based learning in the classroom. The government is promoting the Transformational Teacher Program as the spearhead of equal distribution of education and strengthening the Pancasila Student Profile. The government assists transformational schools through consultative and asymmetric assistance, strengthening school human resources, learning with a new paradigm, data-based planning, and digitizing schools

Keywords: *Pancasila Student Profiles, Independent Learning Curriculum, Elementary Schools*

INTRODUCTION

The Indonesian nation has Pancasila as the state philosophy. As a state philosophy, Pancasila should be used as the soul and characteristic of the Indonesian nation that distinguishes this nation from other nations in the world. This expectation is in line with MPR-RI Decree No.II/MPR/1978 concerning Guidelines for the Practice of Pancasila which emphasizes that Pancasila is the soul of all Indonesian people, the personality of the Indonesian nation, the way of life of the Indonesian people, and the basis of the Republic of Indonesia (Darmodiharjo, 1979). Pancasila is the source of all ideas about the shape of the nation, a society that is considered good, and the source of all sources of values that are the base and estuary of every decision and action in education. Pancasila in this case is the source of the value system in education (Giri, 2021).

Law of the Republic of Indonesia Number 2 article 2 of 1989 stipulates that national education is based on Pancasila and the 1945 Constitution. It is explained in the Law that national development (including in the field of Education) is the practice of Pancasila and for that, national education seeks, among other things: *"The formation of the Pancasila human is as a high-quality development human being and capable of being independent"* (Nugroho, 2021).

Law Number 20 of 2003 Article 1 paragraph 1 concerning Higher Education states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation, and state. Furthermore, Article 2 clarifies that national education is based on Pancasila

and the 1945 Constitution, is rooted in religious principles, and Indonesian national culture, and is responsive to the demands of changing times.

Curriculum development is attempted to produce Indonesians with character and in conformity with the qualities of Pancasila as described in Article 2. The curriculum is the heart and soul of education, as well as the driving force behind national education. Curriculum modifications in Indonesian education occur regularly. Changes in the curriculum are unavoidable, but they must be lived following the demands of progress. Since Indonesia's independence, this nation has made curriculum changes more or less eleven times, namely the 1947 curriculum, 1952 curriculum, 1964 curriculum, 1968 curriculum, 1975 curriculum, 1984 curriculum (CBSA), 1994 curriculum, and the 1999 curriculum supplementary curriculum, 2004 curriculum (KBK). 2006 curriculum (KTSP), 2013 curriculum (K 13) (Tululi, 2021), and the Independent Learning Curriculum. Changes in the curriculum from time to time, are aimed at providing education that educates the nation's life following the mandate of Article 31 paragraph 3 of the 1945 Constitution, which states that the government seeks and organizes a national education system to increase faith and devotion, as well as to have noble character. Today, we live in the industrial era 4.0 and the period of society 5.0, in which technology abilities are essential. The Independent Learning Curriculum was created in response to this. According to Kamil (2020), the Free Learning Curriculum, which was introduced by the Minister of Education and Culture Nadiem Makarim, is a philosophy of change from the learning approach that has occurred thus far. The Independent Learning Curriculum allows the educational environment to select the optimal method to proceed with the learning process.

The Ministry of Education and Culture issued four national education policies for independent learning: national-based school exams were replaced with school assessments, national exams were changed to minimum competencies and character surveys, lesson plans were simplified, and the zoning system for new student admissions (PPDB) was implemented flexibly (Kemendikbud, 2019). Furthermore, the autonomous learning curriculum includes the Strengthening of the Pancasila Student Profile. So far, Indonesian education has worked hard to instill Pancasila character ideals in students through a variety of disciplines such as Pancasila Education, Character Education, Pancasila Moral Education (PMP), Pancasila and Citizenship Education (PPKn), and Citizenship Education (PKn). Students, meanwhile, have not grasped Pancasila's character.

Character development is essential in the process of country building. Only a strong and courageous country can become a great and honorable nation. Character education in schools is an effort to assist students to learn and respect social, moral, and ethical components so that competent graduates can be obtained following Pancasila norms (Maharani et al., 2021). The character of Pancasila, which represents the Indonesian nation, has yet to be internalized by students. As a result, the author intends to investigate the strengthening of the Pancasila Student Profile in the Independent Learning Curriculum in primary schools in this study.

RESEARCH METHODS

This study used a qualitative technique, which is research focusing on a single subject as research questions (Creswell, 2007). The library research approach was used to acquire data (Gill, 2008). Library research is a way of gathering and analyzing research materials obtained from papers, books, and journal articles through library searches (Hatch, 2002). The Pancasila Student Profile in the Independent Learning Curriculum in Elementary Schools, issued by the Ministry of Education and Culture, Research and Technology of the Republic of Indonesia, served as the major source for this study. While secondary data was acquired from journal

publications (both national and international), the Republic of Indonesia's laws, and government regulations.

RESULTS AND DISCUSSION

1. Independent Learning Curriculum

The curriculum functions like a vehicle that transports its passengers to their destination. To fulfill the purpose, the vehicle must meet the eligibility requirements. Similarly, to convey to the Indonesian people the purposes of education, the curriculum must be excellent. If a building's foundation is weak, the structure above it will collapse. However, if the educational foundation (particularly the educational curriculum) is inadequate, it is the people who will crumble (Sukmadinata, 1999).

An Independent learning policy is an educational approach that stresses freedom for both teachers and students. The essence of independent learning is to explore teachers' and students' best potential to innovate and improve the quality of learning independently (Widiyono et al. 2021). The learning system will shift from face-to-face in the classroom to face-to-face outside the school. Because kids can discuss with the teacher and their friends, experience learning with exciting tactics and approaches, and character formation occurs, the learning environment will be more open. Each student possesses unique abilities based on their strengths and interests.

According to Rosyid (2020), independent learning is required to achieve the quality of sustainable education in the context of future educational reform. As the core subject of the Fourth Industrial Revolution, freedom to learn is linked to the school's efforts to instill lifelong learning capacity. According to Miarti Yoga in Daga (2020), learning freedom can be implemented as freedom of cognition, freedom to create, and respect for or response to changes. Both teachers and students must be free to learn. The goal of education is to liberate people. The satisfaction of children, teachers, and parents is the purpose of independent learning. In line with this, Syukri in Saleh (2020) claims that the educational process in independent learning generates a cheerful atmosphere, which is happy for teachers, students, parents, and everyone.

The adoption of the independent learning strategy aims to improve educational quality to participate in the period of the Fourth Industrial Revolution and global competition (Wijaya et al. 2020). The independent learning policy consists of four major policies: national standard school tests, minimum competency assessments and character surveys, lesson plan simplification, and increased zoning student admission regulations (Sularto 2020; Ainia 2020):

- a. Starting in 2021, the national exam will be changed to a minimum competency assessment and character survey. The national test has been established as an activity to measure the attainment of graduate competence in particular areas nationally by referring to graduate competency requirements by Permendikbud number 43 of 2019 (article 1 paragraph 5). The national test is a central government assessment of learning outcomes that aims to assess graduate competence in specific courses across the country (article 10 paragraph 1). Minimum competency assessment activities stress reading and numerical reasoning skills based on PISA and TIMS best practices, as well as character education. Minimum competency assessments are administered to students in the middle of the school year, such as in grades 4, 8, and 11. The assessment findings are utilized by teachers and schools to improve the quality of the learning process. The assessment scores, however, cannot be utilized to choose students for the following level. For example, the assessment results cannot be utilized to calculate a student's grade rise (Kemendikbud 2019). Literacy and

numeracy are the two components of the minimum competency evaluation. Literacy focuses on the ability to examine reading and comprehend the concepts underlying writing or reading. While numeration focuses on the capacity to evaluate and apply for numbers. The minimum competency evaluation is not based on subjects or mastery of learning content but on the fundamental skills required by students to study any subject (Kusumaryono 2020; Resti et al. 2020). The national test was replaced by a minimal competency assessment and character survey, following the Minister of Education and Culture's policy. The assessment is intended to motivate teachers and schools to map and analyze learning conditions to improve learning quality. According to Syarifah (2021), the national evaluation is a program for assessing the quality of each school as well as an equity program at the primary and secondary levels. School quality is measured using core student learning outcomes such as literacy, numeracy, and character, as well as the learning process and school environment that encourages learning activities. The national assessment is an effort to improve the quality of national education as a whole designed to produce accurate information to improve the quality of learning to improve student learning outcomes (Novita et al. 2021; Syarifah 2021).

- b. National standard school exams are administered by schools. The exam takes the form of a written test and/or other more extensive forms of evaluation, such as portfolios, group projects, written works, or other types of assignments (Kemendikbud 2019). Exams arranged by schools are an assessment of learning outcomes by schools to assess the achievement of graduation competency standards for all disciplines, according to Permendikbud number 43 of 2019. (chapter II, article 2 paragraph 1). Exams are held by schools following the applicable curriculum and are followed by students at the end of the level provided that students are in their final year at each level or equivalency package program and have a complete report on the assessment of learning outcomes for all learning programs that have been taken following level (article 4). Assessment in the learning process is an essential component of teachers' roles and responsibilities in education. The assessment is carried out to measure curriculum competency achievement and provide an overview of educational goal achievement. Therefore, teachers and schools can be more autonomous in measuring student learning outcomes (Sijabat, 2014; Pakpahan, 2015).
- c. Simplification of lesson plans. Teachers are free to choose, create, use, and build lesson plans as a result of this simplification. The time spent by the teacher on learning administration can be shifted to learning activities and building competency. The lesson plans are divided into three sections: learning objectives, learning activities and learning assessments. Other components are complementary and can be chosen and developed individually by the teacher (Kemendikbud 2019). This is specifically mentioned in Circular Letter 14 of 2019 regarding the simplicity of lesson plans, which comprise fundamental components such as learning objectives, learning processes, and learning assessments while other components are complementary and can be selected, and developed independently by the teacher (Kemendikbud 2019). This is also mentioned directly in Circular 14 of 2019 regarding the simplification of lesson plans, which comprise key components such as learning objectives, learning processes, and learning evaluations, while other components are supplementary and can be generated independently. The goal of simplifying this lesson plan is to allow teachers to spend more time teaching and improving student competence rather than dealing with learning administration (Kusnandar 2009; Vidiarti et al. 2019). Even though the teacher creates lesson plans, the preparation stresses things like written preparation, mental and emotional conditions to be created, a constructive learning atmosphere, and convincing students to participate completely. Teachers have the freedom in the learning process to choose, create, use, and develop lesson plans according to the

needs and characteristics of students (Kusumaryono 2020). Through the freedom of teachers in preparing lesson plans, it is hoped that students will interact more actively, and dynamically with the applied learning strategies.

- d. The zoning system for new admissions is expanded or flexible. Students that follow the affirmation and accomplishment track will have greater chances. Local governments have technical authority to define zoning zones (Kemendikbud 2019). According to the power of the Ministry of Education and Culture, new student admissions are carried out through zoning (at least 50 percent), affirmations (at least 15 percent), transfers (at most 5 percent), and achievement (30 percent) in Permendikbud number 44 of 2019. regional lodging and conditions (article 11). The new student admission policy is more flexible since it considers access and quality disparities in diverse locations that do not include the frontier, outermost, and undeveloped regions (Saleh 2020). The zoning system is a method of dividing an area into sections for specific purposes. The educational zoning system attempts to ensure equal access to quality education services for all community members in a given area. This is consistent with the Ministry of Education and Culture's (2019) new student admissions objectives, which are as follows: (1) ensuring that new student admissions are objective, transparent, accountable, non-discriminatory, and fair to encourage increased access to education services; (2) ensuring the availability and readiness of schools to provide quality education services; and (3) ensuring equal distribution of access and quality of education in each zone or area determined near the school; (4) Ensuring the fulfillment of competent educators and education staff, supported by suitable infrastructure and facilities that can be offered and shared by all schools in the defined area or zone; (5) controlling and ensuring the quality of graduates as well as monitoring the process and learning outcomes comparatively and competitively in the education service zone measurably and sustainably. In general, acceptance of new students is characterized as an annual administrative process that selects prospective students based on academic merit to continue their studies at a higher level (Nizarman 2015; Vidiarti et al. 2019). Acceptance of new students in the framework of independent learning must be one method to open the door to improvements in educational practice in schools, ensuring that children's education is comprehensive and of high quality (Totoh 2021).

2. Strengthening Pancasila student profiles in Independent Learning Curriculum

The intellectual principle of Pancasila serves as the foundation of the Indonesian nation's philosophy. Pancasila, as a philosophy and ideology for the Indonesian people, is the foundation for implementing all elements of life for the Indonesian people. As a result, Pancasila can be used as the nation's essential foundation for improving education to fulfill national education goals. Pancasila, as the nation's ideology, can be used as a formulation in establishing education, which is, of course, based on Pancasila's ideals or variety. Pancasila-based education's philosophical foundation can also be employed as a scientific foundation as a normative principle and guide in carrying out the educational process to improve it (Giri, 2021).

The core or essence of the Pancasila precepts as the foundation of national education (Semadi, 2019) includes:

- a. Divinity, namely as the prime cause;
- b. Humanity, namely individual beings and social beings;
- c. Unity, that is, unity has its personality;
- d. Democracy, which is an absolute element of the state, must work together and work together;
- e. Justice, namely giving justice to oneself and others who are their right.

According to Ki Hajar Dewantara (2011), Indonesian humans are people who: first and foremost have good character, that is, people who have character and inner power. Second, he has advanced his intellect, which is intelligent cognition and intelligence, which has liberated him from ignorance and foolishness. Third, physical progress (not only being physically fit but also having the correct knowledge of physiological functioning to liberate himself from all criminal inclinations) (Alwi, 2015).

Character development, as expressed by Ki Hajar Dewantara, is critical in the realm of education (Ernawati and Rahmawati, 2022). Education should not only develop generations of experts in various disciplines, but also inner strength, character, and noble character. According to Syamsul Kurniawan (Sari & Puspita, 2019), the problem of character education must be investigated promptly to identify a solution, and more operational development is required to assist in its implementation.

The goal of character education is for students to have the basic information, personality, intelligence, noble character, and skills necessary to live independently and pursue higher education (Walker, 2020). The main goal of character education is to form a society that has a noble character, is tough, has good or bad considerations, is competitive, works together, has a stand, is loving to the homeland, easily adapts to the surrounding conditions, reviews science and technology. Everything is done based on Pancasila by having a soul of determination and piety to God Almighty (McGrath et al., 2021a).

As a guide for the Ministry of Education and Culture in implementing the Strengthening Character Education Program in the school and family or community setting, Presidential Regulation Number 87 of 2017 incorporates the strengthening of Character Education. Four parts of educational philosophy should be implanted in character education: heart, taste, intention, and thought. Furthermore, there are five primary values: religiosity, integrity, nationalism, mutual collaboration, and independence (Law Number 20 of 2020).

Character education is strengthened through direct teacher and student approaches, as well as intra-curricular, co-curricular, and extra-curricular activities. Students' character development can be evident in their words, acts, and attitudes. Character development begins with belief, which serves as the foundation for consciousness, which in turn forms an attitude or perspective on life and action (Shoshani, 2019). The outcomes of the return action will have an impact on the person's beliefs, which will in turn redevelop consciousness, attitudes, and behavior. This progression, like a spiral, keeps repeating and increasing. Character education must incorporate components of the hidden curriculum as well as the academic curriculum. Educator examples, student interactions with educators/school staff/other students, teacher-school staff relationships, student diversity, learning processes, learning evaluation, school environment management, and disciplinary procedures are all part of the hidden curriculum (Nurasiah et al, 2022).

The Pancasila Student Profile (PPP) as part of the Independent Learning Curriculum is designed to describe the competencies that the Indonesian education system wants to produce with character. Indonesian students are lifelong students who are competent, have character, and behave according to the values of Pancasila. This is intimately tied to the ability to be democratic Indonesian citizens and excellent and productive human beings in the twenty-first century. In this situation, Indonesian students are expected to contribute to global development that is both sustainable and resilient in the face of a variety of problems (Kemendikbudristek, 2021).

The major goal of improving the Pancasila Student Profile is specified in the Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of Education and Culture for 2020-2024. The transformational school program is one of the efforts to improve the Pancasila Student Profile. This program, which has the character and

personality of Pancasila, is the government's effort to accomplish equal and quality education in Indonesia. The primary goal of adopting the transformational school program is the holistic growth of student learning outcomes in literacy, numeracy, and character, supported by exceptional human resources from both the principal and subject teachers (Wijayanti, et al., 2022). The essence of the transformational teacher program is to provide opportunities for teachers to enhance their pedagogical abilities with the main value, namely Pancasila, which is combined with numerous disciplines. The transformational teacher program intends to form Pancasila students into an important system that can revolutionize Indonesian education in a new and better way.

Six competencies serve as major characteristics in the Pancasila Student Profile. Each dimension is interrelated and mutually reinforcing to create a complete Pancasila student profiles. The dimensions are presented in Figure 1 (Kemendikbudristek, 2021):

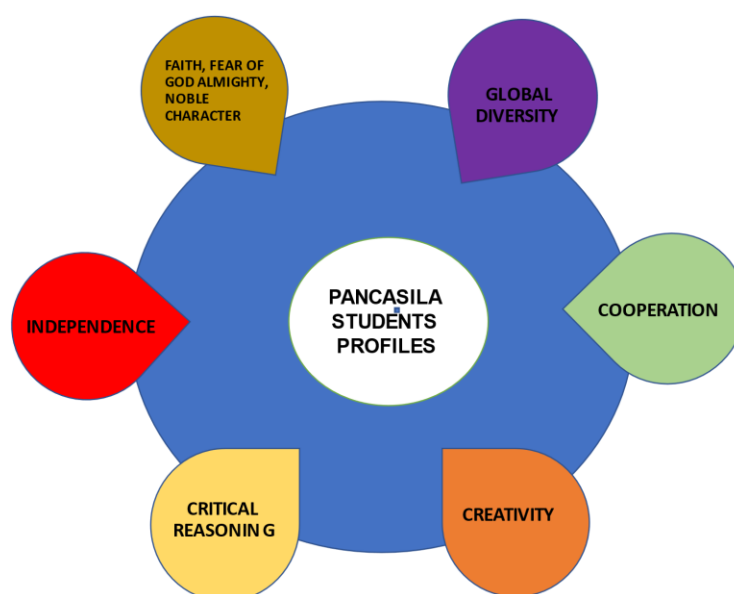


Figure 1. Pancasila Student Profiles

According to Figure 1, Pancasila students have six competencies: faith, fear of God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity (Juliani & Bastian, 2021). For further information, consider the six abilities outlined in Law Number 20 of 2020:

- a. Believe and fear God Almighty and have noble character. Indonesian students who believe in God Almighty, fear Him, and have noble character are students who have a character in their relationship with Him. He comprehends religious teachings and beliefs and utilizes them in his daily life. There are five essential parts of faith: piety to God Almighty, and noble character, namely religious morality, personal morals, morals to humans, morals to nature, and state morality.
- b. Global Diversity. Indonesian students keep their noble culture and identity while being open-minded in their interactions with other cultures, generating a sense of mutual respect and the possibility of the emergence of a new positive culture that does not conflict with the noble culture of the nation. Recognizing and valuing culture, communication skills, intercultural engagement with others, and reflection and responsibility for the experience of diversity are fundamental components of global diversity.

- c. Worked together or gotong royong. Indonesian students can work together, namely the ability to carry out activities together voluntarily so that the activities carried out can run smoothly, easily, and lightly. The elements of gotong royong are collaboration, caring, and sharing.
- d. Independent. Indonesian students are students who are responsible for the process and learning outcomes. The key elements of independence consist of awareness of oneself and the situation at hand and self-regulation.
- e. Critical reasoning is a student who can process information, both qualitatively and quantitatively, build relationships between various information, analyze information, evaluate, and conclude. The elements of critical reasoning are obtaining and processing ideas, analyzing and evaluating reasoning, reflecting on thoughts and thought processes, and making decisions.
- f. Creative, namely being able to modify and produce something original, meaningful, useful, and impactful. The key element of being creative consists of generating original ideas and producing original works and Actions.

These six characteristics are fulfilled by strengthening Indonesian cultural values and Pancasila, which serves as the foundation for all national development goals. These are characters that will be developed from everyday life and instilled in students through the education unit's culture, intracurricular learning, projects to raise the pancasila student profiles, and extracurricular activities (Kemendikbudristek, 2021). The Pancasila Profile Strengthening Project is a cross-disciplinary learning technique that uses a project-based learning approach to observe and solve problems in the surrounding environment. This project is not comparable to project-based learning in the classroom.

BSKAP, or the Education Standards, Curriculum, and Assessment Agency established the SK Dimensions, Elements, and Sub Elements of the Pancasila Student Profile to support policies for implementing an independent curriculum in schools to support the implementation of the independent learning curriculum in elementary schools. Educators can already identify the Pancasila Student Profile Strengthening project's elements and sub-elements, as well as phase achievements that are matched to students' skills and needs. At the elementary school level, the achievement of the phases is divided into 3, namely phase A (grades 1-2, aged 6-8 years), phase B (grades 3-4, ages 8-10 years), and phase C (grades 5-6, ages 10-12 years). Strategies that can be used when determining the elements and sub-elements include 1) The elements and sub-elements are selected that are most relevant to the needs of students and the theme, 2) the development phase of the sub-elements is adjusted to the initial abilities of students, and 3) there is continuity between development dimensions, elements and sub-elements with previous projects (Kemendikbud, Research, and Technology, 2021). More details are presented in Figure 2:

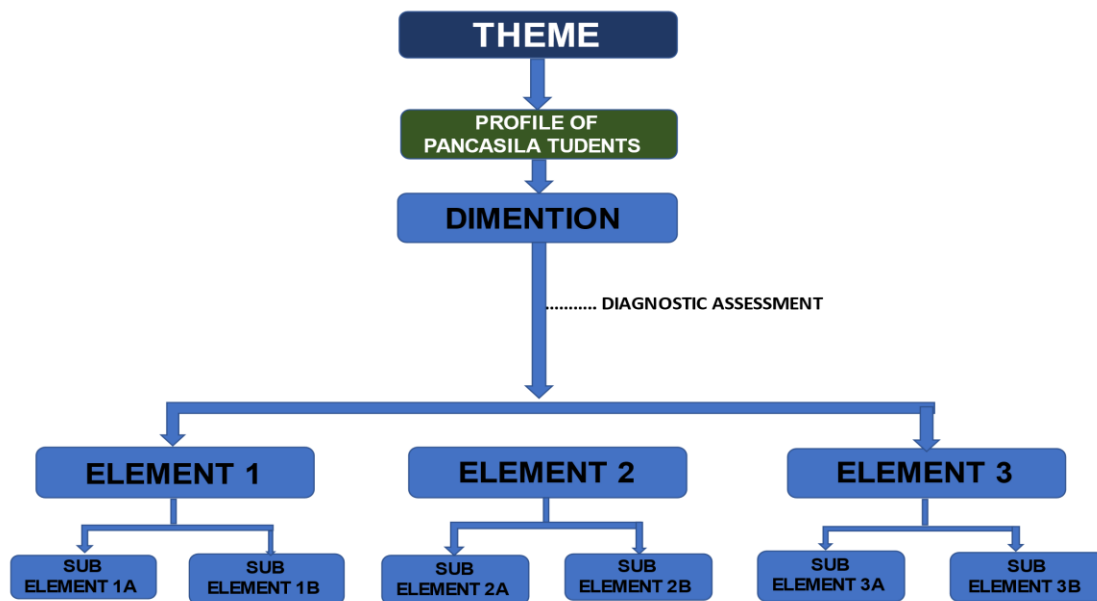


Figure 2. The flow of Selection of Dimensions, Elements, and Sub Elements

The Ministry of Education and Culture as the agency authorized to assist in the implementation of the prototype curriculum, in which the Pancasila Student Profile is included, intervenes in the Transformational School Program (PSP) in five ways (Kemendikbud RI, 2021), including:

- a. Consultative and Asymmetric Assistance. The Ministry of Education and Culture, through UPT in each Province and Regency/City, provides assistance and facilities in carrying out socialization and resolving problems that arise during field implementation. This mentorship exercise can be used by educators who engage in the transformational school program if they still don't grasp when it comes to picking the proportions of the plot, which is necessary for the achievement of the Pancasila Student Profile Strengthening Project.
- b. Strengthening School Human Resources. The Ministry of Education and Culture has bolstered human resources to ensure the success of the prototype curriculum by providing intense coaching (coaching) with expert trainers on a one-on-one basis. This support is aimed at school administrators, school supervisors, supervisors, and teachers. The Ministry of Education and Culture's earnestness in assisting the transformational school program will undoubtedly strengthen schools' implementation of P4 implementation.
- c. Learning with a New Paradigm. PSP's aim in learning with the new paradigm is to design differentiated learning based on the developmental stage. As a result, dimensions, sub-dimensions, and elements must be chosen in line with diagnostic assessments that may be used as school references. Therefore, the Pancasila student profiles studied can be maximized and tied to each student, both through curricular and co-curricular programs.
- d. Data-based planning. The Ministry of Education and Culture packaged a school-based management system whose development was based on the outcomes of self-reflection from the school through a portrait report on the status of school quality in this intervention. Schools that have an idea of their quality condition begin to reflect, which leads to improvement. This improvement phase can, of course, be consulted with facilitators who have been offered through UPT support or expert trainers. The dimensions chosen for strengthening the Pancasila Student Profile project must be based on the findings of a reflection of the school's quality condition, to improve the character of school graduates in

mind.

- e. School Digitization. There are numerous digital platforms provided by the Ministry of Education and Culture that teachers, school principals, and other related parties can be used as references to reduce the occurrence of problems when implementing Strengthening the Pancasila Student Profile in schools, increasing efficiency in achieving goals.

Other aspects distinguish the implementation of the transformational school program, especially the strengthening of the Pancasila student profile project. This project activity allows students to investigate, examine, interpret, synthesize, and present material to achieve a variety of learning outcomes. This project's learning will modify the face of classroom learning, which initially appears conventional, to look and appear more innovative. Students will conduct investigations to use knowledge to generate goods in this project-based activity. There will be a project coordinator and facilitator who will be mentored by the teacher during this part of the project.

CONCLUSION

The Independent Learning Curriculum is a curriculum that emphasizes teachers' and students' independence and flexibility to be creative and innovative to maximize their potential in exploring all of their potentials. Strengthening the Pancasila student profiles in the Independent Learning Curriculum offers a solution to cultivate character based on Pancasila. Faith, fear of God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity are the six qualities of the Pancasila Student Profile. The Pancasila Student Profile strengthening project is cross-disciplinary learning to observe and find solutions to problems in the surrounding environment using a project-based learning approach. This project is different from project-based learning in the classroom. The government is supporting the Transformational Teacher Program as the prime motivator for equalizing educational distribution and enhancing the Pancasila Student Profile. The government, in this case, also provides consultative and asymmetric help to schools participating in the transformational school program, as well as developing school human resources, learning with a new paradigm, data-based planning, and school digitization.

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