

## Implementation of the Independent Learning Curriculum in Profil Pelajar Pancasila of Elementary School Students

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### Abstract

*The profile of a Pancasila student is an attitude or character based on the noble values of Pancasila. Profil Pelajar Pancasila is a competency and character that students in Indonesia must have. This study aims to determine how the independent learning curriculum is implemented in the Profil Pelajar Pancasila of elementary school students. This study uses a descriptive research method with a quantitative approach. The data in this study were obtained using a questionnaire. The samples in this study were 84 first and fourth-grade teachers at 42 elementary schools in the Mranggen District, Demak. Based on the results of the study, the average value was 31.38, and the median value was 31, the value that frequently appeared was 30, the lowest value was 26, the highest value was 37, the standard deviation was 1.999, and the variance was 3.998 for the independent learning curriculum variable. Whereas in the Profil Pelajar Pancasila variable, the average value is 26.81, the median value is 27, the frequently occurring value is 27, the lowest value is 20, the highest value is 33, the standard deviation is 2.442, and the variance is 5.963. From the results of the research data analysis, it was found that variable X had fulfilled the seven indicators of the independent learning curriculum variable, and variable, Y had fulfilled the six indicators of the Pancasila student profile. The analysis of the questionnaire distribution data shows that implementing the independent learning curriculum in the Pancasila Student Profile of elementary school students can be carried out correctly.*

**Keywords:** *independent learning curriculum, profil pelajar pancasila, elementary school students*

### Abstrak

Profil pelajar pancasila merupakan sikap atau karakter yang didasarkan pada nilai-nilai luhur pancasila. Profil Pelajar Pancasila menjadi kompetensi dan karakter yang harus dimiliki pelajar di Indonesia. Penelitian ini bertujuan untuk mengetahui bagaimana implementasi kurikulum merdeka belajar dalam profil pelajar pancasila siswa sekolah dasar. Penelitian ini menggunakan metode penelitian deskriptif dengan pendekatan kuantitatif. Data dalam penelitian ini diperoleh dengan menggunakan angket. Adapun sampel dalam penelitian ini yaitu 84 guru kelas satu dan kelas empat di 42 Sekolah Dasar Kecamatan Mranggen Demak. Berdasarkan hasil penelitian diperoleh hasil nilai rata-rata 31,38, Nilai tengah 31, Nilai yang sering muncul 30, Nilai terendah 26, Nilai tertinggi 37, Standar deviasi 1,999 dan variansnya 3,998 untuk variabel kurikulum merdeka belajar. Sedangkan pada variabel profil pelajar pancasila diperoleh nilai rata-ratanya 26,81, Nilai Tengah 27, Nilai yang sering muncul 27, Nilai Terendah 20, Nilai Tertinggi 33, Standar deviasi 2,442, dan variansnya 5,963. Dari hasil analisis data penelitian diperoleh hasil bahwa variabel X telah memenuhi tujuh indikator variabel kurikulum merdeka belajar dan untuk variabel Y telah memenuhi enam indikator profil pelajar pancasila. Hasil analisis data penyebaran angket tersebut menunjukkan bahwa Implementasi kurikulum merdeka belajar dalam Profil Pelajar Pancasila siswa sekolah dasar dapat dilaksanakan dengan baik.



**Kata kunci:** *kurikulum merdeka belajar, profil pelajar pancasila, siswa sekolah dasar*

## INTRODUCTION

The curriculum has a significant role in the world of education, where the curriculum is one indicator of the success of an institution in achieving educational goals. Inappropriate curriculum implementation will hinder achieving goals in formal, informal and non-formal education targets (Huda, 2017). Changing the curriculum in Indonesia occasionally aims to improve the quality of education, which is expected to significantly impact the Indonesian nation (Fitriyanti, Isbandiyah, & Sarkowi, 2021). During the Reformation Period, three curricula were implemented in Indonesia: the 2004 curriculum, the 2006 curriculum, and the 2013 curriculum.

Until 2019, only the 2013 curriculum was implemented by educational institutions in Indonesia. Unfortunately, the 2013 curriculum is considered rigid, and the material is too dense for students. Thus, implementing the 2013 curriculum has not been able to overcome the learning crisis in Indonesia, which has not improved from year to year. It prompted the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) to launch a new Free Learning Curriculum. The Merdeka Learning curriculum is a curriculum that is centred on an approach to students' interests and talents (Madhakomala, Aisyah, Rizqiqa, Putri, & Nulhaq, 2022). In addition, the independent learning curriculum is also known as intra-curricular learning, which supports students in strengthening competence and deepening learning concepts. Whereas in the Journal (Vhalery, Setyastanto, & Leksono, 2022), it is explained that in the independent learning curriculum, students are given the freedom to think critically and innovate creatively. The independent learning curriculum is implemented by implementing an ambitious school program in several academic units. The arrival of the Covid-19 Pandemic hampered the implementation of the Free Learning Curriculum and made Education in Indonesia increasingly crisis and worse. It is because many students experience lagging in learning activities or learning loss due to distance learning. Implementing distance learning makes it more difficult to control the teacher's learning atmosphere, resulting in a lack of students' understanding of the independent learning curriculum material (Adi, Oka, & Wati, 2021). In the independent learning curriculum, seven important indicators must be achieved in this study: constructivism, inquiry, asking, learning community, modelling, reflection, and Authentic Assessment.

Character education is an essential component in the curriculum implementation program, which links the experiences and morals of each individual (Agboola & Chen, 2012). Therefore, in the 22nd Century, the Profil Pelajar Pancasila is a competency and character that students in Indonesia must possess. According to (Irawati, Iqbal, Hasanah, & Arifin, 2022), a student must be able to apply Pancasila values consistently to realize social welfare in the Community. To become a student who can use Profil Pelajar Pancasila, six critical elements of Profil Pelajar Pancasila must be considered: faith, piety to God Almighty and noble character, Global Diversity, Mutual Cooperation, independence, Critical Reasoning, and Creative (Sherly et al., 2021).

Data from research (Lubaba & Alfiansyah, 2022) at UPT SD Negeri 47 Gresik shows that implementing the Profil Pelajar Pancasila has no severe obstacles. It just requires adjustments in the implementation process. The results of the description of other data prove that there are various obstacles in implementing the Profil Pelajar Pancasila in elementary schools, including the lack of character lesson substance & the lack of students' understanding of the inculcation of Pancasila values in the surrounding environment (Kahfi, 2022). Meanwhile, at SDN Pendem 01 Batu City, 40 students were tested using the 5S development product based on Profil Pelajar Pancasila. The trial results showed that some students were unfamiliar with implementing the 5S character based on Profil Pelajar Pancasila (Hidayati, 2022).

In contrast to research conducted by (Ibad, 2022) was explained that the application of Pancasila student profile values in elementary schools could be implemented by carrying out scout activities, celebrating the Prophet's birthday, numeracy literacy activities, and project activities in producing a masterpiece. This statement is to the results of research (Purwanti et al., 2023), which obtained the result that applying Pancasila student profile values at SDN 1 Bocor can be well instilled in students by implementing the six elements of Pancasila student profiles in the school environment. Six indicators of Pancasila student profiles must be considered: Faith, Fear of God Almighty, Noble Morals, Global Diversity, Mutual Cooperation, independence, Critical Reasoning, and Creative.

The independent learning curriculum has been implemented in grades one and four at the elementary school level. But unfortunately, many students have been unable to adjust the material in the independent curriculum. Apart from being a result of learning loss, students are also used to learning which does not contain separate content implementing the six elements of the Profil Pelajar Pancasila, which students have not been able to apply perfectly in the school environment. Thus, this study aims to determine how the independent learning curriculum is implemented in the Profil Pelajar Pancasila of elementary school students.

### METHOD

This study uses a descriptive research method with a quantitative approach. The Quantitative Research Method is one of the studies designed in a planned, structured and systematic manner (Musfirah, Burhan, Afifah, & Sari, 2022). Quantitative research is carried out because researchers use numbers in data collection and link research variables to current problems with the research results in the form of numbers (Jayusman & Shavab, 2020). Meanwhile, quantitative descriptive research is intended to describe, examine, and explain things as they are and draw conclusions about the problems studied using numbers (Sulistiyawati, Wahyudi, & Trinuryono, 2022).

The population in this study were all first and fourth-grade teachers of elementary schools in the Mranggen District. Meanwhile, the research sample consisted of 84 first and fourth-grade teachers in 42 elementary schools in the Mranggen District, Demak. The sample in this study was taken using a purposive sampling technique.

The instrument of the research is a questionnaire. It used is a closed questionnaire using a Likert scale. Three data analysis techniques can be used in this study: validity, normality, and reliability. In this study, the validity test used is expert validity. Where in expert validity, the validity of an instrument depends on the expert's judgment. The results of the expert's assessment indicated that the questionnaire instrument tested was feasible to use in research.

### RESULTS AND DISCUSSION

Based on research that has been conducted by researchers at 42 elementary schools in Mranggen District by distributing questionnaires, the results of data analysis have been obtained as follows:

#### 1. Independent Learning Curriculum Variables (X)

With an average value of 31.38, a median value of 31, a value that frequently occurs at 30, a lowest value of 26, a highest value of 37, a standard deviation of 1.999 and a variance of 3.998. in each item of the questionnaire statement that has been distributed, getting various answers from the respondents. The research results can be seen in table form as follows:

Questionnaire Statement Items	Research Description Results
Students build knowledge independently by studying the material	In the first statement item, three teachers chose to disagree, 73 agreed, and eight strongly agreed. The average teacher decides that students can build knowledge independently when learning.
Students think critically in learning activities	In this statement, four teachers disagreed, 57 agreed, and 23 strongly agreed. This case shows that students in 42 elementary schools in the Mranggen sub-district have an excellent critical thinking attitude.
Students find understanding in the process of observations made	In this statement, 76 teachers agreed, and eight strongly agreed. Results Show that of the 84 teachers who filled out the questionnaire, all teachers agreed that students were able to find understanding in the observation process that was carried out.
Students choose silence when there is a material that is not understood	In this statement, four teachers agreed, 52 disagreed, and 28 strongly disagreed. This statement indicates that when a material is not understood, students do not just remain silent but try to ask the teacher about it.
Students do not like doing group work during learning activities	In this statement, two teachers agreed, 63 disagreed, and 19 strongly disagreed. The fifth statement item shows that students in learning activities prefer to do it in a cooperative system.
During group work, students share ideas and exchange experiences with other friends	The sixth point of this statement is one teacher strongly disagrees, one disagrees, 63 agree, and 19 strongly agree. The results of point six of this statement show that students can implement learning communities well by sharing ideas and exchanging experiences with other friends.
Students make the teacher a facilitator in the class	In this statement, one teacher disagreed, 74 agreed, and nine strongly agreed. It shows that students can make educators models or facilitators in the classroom.
Students make teachers role models to emulate in schools	In this statement, one teacher disagreed, 66 agreed, and 17 strongly agreed. The data analysis shows that teachers in the Mranggen sub-district can be good role models at school.
Students reflect on the material that the teacher has taught	In this Statement item, 11 teachers disagree, 70 agree, and three strongly agree. These results indicate that students can reflect on the material taught by the teacher. Students are said to be

successful in reflecting on learning if they can provide statements directly related to the learning material that has been trained appropriately. From this statement item, the result is that students can reflect on the material well.

Appropriate assessment methods assess student knowledge and skills

From these statement items, it was obtained that 73 teachers agreed and 11 strongly agreed that students' knowledge and skills were evaluated using appropriate methods.

The following is the result of an analysis of questionnaire data on independent learning curriculum indicators from 84 teachers in 42 elementary schools in the Mranggen sub-district:

a. Constructivism

The results show that students in 42 elementary schools can apply constructivism theory by independently developing their abilities to understand the material in the independent curriculum. It is in line with research conducted by (Fitri, 2020) that constructivism theory emphasizes individuals' role in forming their knowledge in the learning process.

b. Finding (Inquiry)

Questionnaire analysis shows that students can apply inquiry indicators during learning, namely by getting used to thinking critically and finding an understanding of the observation process carried out. These results follow research (Yofamella & Taufik, 2020) which explains that in inquiry learning, students mobilize their abilities to formulate understanding discoveries and investigate them critically.

c. Ask

From the data analysis, it has been obtained that students are very active in asking questions, namely by not choosing to remain silent when the material is not understood. For respondents, students were very enthusiastic about asking questions when they found something that confused them, intending to gain understanding during the learning process. It is the opinion of (Rahmayanti, Supriyanto, & Khusniyah, 2022) which explains that students who often ask questions during learning will get better information and understanding than students who passively ask questions.

d. Learning Community

The questionnaire analysis found that students could apply Learning Community through group work in class, in which, in the implementation process, students shared ideas and exchanged experiences with other friends. This statement follows research (Pratiwi, Ardianti, & Kanzunnudin, 2018) which explains that there are aspects of increasing students' ability to do group work, namely the way students discuss and exchange opinions about doing good assignments with other friends.

e. Modeling

The results of the questionnaire analysis showed that Modeling was successfully implemented in 42 Elementary Schools in the Mranggen District by making the teacher a facilitator and role model for students to emulate in the school environment. Research (Safitri & Dafit, 2021) suggests that teachers can act as facilitators who provide all services to facilitate the continuity of learning and provide a sense of fun in the classroom. Meanwhile (Amala & Kaltsum, 2021) explained that at SDN East Sibela teachers could be role models in giving examples of disciplinary character, one of which is by attending school on time.

f. Reflection

In this study, the results were that students in 42 elementary schools in the Mranggen sub-district could reflect on learning the independent curriculum by giving



statements on the material the teacher had taught at the end of the lesson. The results of these acquisitions follow research (Saprudin & Nurwahidin, 2021) which describes the results of the reflections of each student at SD Islam Al Jabr Jakarta with various understandings and many students who the teacher assesses have been able to achieve the learning target.

g. Authentic Assessment

Based on research conducted in 42 elementary schools in the District of Mranggen, the results show that in implementing learning activities, students are assessed using appropriate methods by the teacher, namely by looking at the knowledge, attitudes, and skills of students in class. The results of this acquisition align with the explanation (Wildan, 2017), which states that Authentic Assessment is a form of assessment that is relevant for students in doing assignments and during the learning process. Authentic Assessment is comprehensive, which means the assessment is carried out from the beginning, the process, to the end of learning. In this assessment, students are assessed on all aspects, namely cognitive, affective, and psychomotor.

2. Profil Pelajar Pancasila Variables

The results obtained were an average value of 26.81, a median value of 27, a value that often appears to be 27, a lowest value of 20, a high value of 33, a standard deviation of 2.442, and a variance of 5.963.

Questionnaire Statement Items	Research Description Results
Students can do good to friends and teachers	In this statement item, 70 teachers agreed, and 14 strongly agreed. All teachers agree that students can do good at school.
Students never do anything that violates religious orders	In this statement item, 15 teachers strongly disagree, 47 disagree, 20 agree, and two strongly agree. The results show that elementary school students cannot be separated from wrong behaviour.
Students do not appreciate the differences that exist in the class	The questionnaire showed that one teacher strongly agreed, five agreed, 69 disagreed, and nine strongly disagreed. Most teachers disagree with this third statement because students have been able to appreciate the differences that exist to create comfort in the classroom.
Students carry out the picket schedule that has been determined	In this statement item, the results obtained were that 66 teachers agreed, and 18 strongly agreed. Thus, students in 42 elementary schools in the Mranggen sub-district could implement the gotong royong character well.
Students are not able to work well in groups during learning	From the analysis results, nine teachers agreed, 61 disagreed, and 14 strongly disagreed. From the analysis results, it was found that 61 teachers did not agree with this fifth statement. The teacher believes that group work has been well implemented during the learning.

Students can do assignments from the teacher independently	The results of the questionnaire obtained 77 teachers agreed, and seven strongly agreed. From the sixth point of the statement, the teacher decides that students can do assignments independently. Every student must have an independent attitude because independence is a determining factor for student success in learning.
Students record learning material without prompting	The questionnaire results obtained eight teachers strongly disagree, 15 disagree, 44 agree, and 17 strongly agree. Forty-four teachers agreed with the eighth point of this statement, in which students could record learning material without being asked. Thus, students in 42 elementary schools in the Mranggen sub-district could apply an independent attitude well.
Students critically think when learning takes place.	The questionnaire results obtained five teachers disagreeing, 62 agreeing, and 17 strongly agreeing. In this statement, the result is that the teacher decides that students can think critically in learning in the classroom.
Students can make crafts according to their creativity	The questionnaire results showed that one teacher disagreed, 67 agreed, and 16 strongly agreed. In this statement, it can be seen that the teacher decides that students have a good attitude of high creativity.

The following is the result of the analysis of respondent data related to the variable indicator of Profil Pelajar Pancasila:

a. Having faith, fearing God Almighty, and having a noble character

The results analysis of data acquisition shows that the Indicators of Faith, Fear of God Almighty, and Noble Morals can be appropriately implemented by students at 42 Elementary Schools in Mranggen District by doing good to others and consistently trying to carry out His commands and stay away from the prohibitions of God Almighty. In line with research conducted by (Jamaludin, S, Amus, & Hasdin, 2022), it is explained that instilling religious knowledge will give birth to good morals in students. It is because morals occupy a significant position in this life. The knowledge possessed by students must be accompanied by noble character so that it can be used for the good of others.

b. Global Diversity

Based on the research that has been done, the results have been obtained that students can apply indicators of global diversity by appreciating every difference that exists in the classroom, be it differences in religion, ethnicity, race, or other differences. Research conducted (Gunawan & Suniasih, 2022) at Gusti Ngurah Jelantik Elementary School explained that students could carry out aspects of global diversity well by upholding an attitude of respect for diversity in the classroom without regard to differences in ethnicity, race or religion.

c. Cooperation

From this study, the results obtained were that students could apply cooperation by carrying out class picket schedules and could work well in groups.



These results follow the statement (Mery, Martono, Halidjah, & Hartoyo, 2022), which suggests that students represent cooperation with a sense of togetherness in carrying out every form of work in the classroom. So that the results of activities carried out by students at the school can be carried out smoothly.

d. Independent

The data analysis results show that students can apply an independent attitude by doing assignments without help from others and get used to taking notes on learning material without being asked by the teacher. Independent perspectives that are accustomed to in the classroom will train the student to be responsible. In line with research conducted by (Winarsih, 2022), which explains that independent students are students who can be accountable for the learning processes and results achieved.

e. Critical Reasoning

Based on data analysis conducted by researchers, this study obtained results that students could think critically during learning by processing all information and knowledge obtained using logical reasoning. Research conducted by (Juraidah & Hartoyo, 2022) explained that critical thinking would connect students' understanding with the information obtained. Thus students will not be in a hurry and make mistakes when faced with a problem.

f. Creative

From the results of the questionnaire analysis, the respondents' answers showed that students could apply creative attitude indicators well. In this study, students implemented a creative attitude by making an exciting craft according to their creativity. These results follow research conducted by (Ambarwati & Suprayitno, 2014) which explained that Dukuh Pakis I Surabaya Elementary School strengthens creative character by inviting students to utilize natural materials to make exciting mosaic crafts. To increase student creativity, teachers can use a variety of learning models, one of which is the contextual teaching and learning model when learning takes place. By using the contextual teaching and learning model, indirectly, students are trained to express their ideas through an opinion and can solve existing problems.

The results of the data analysis of the independent curriculum variable (X) and the Profil Pelajar Pancasila variable (Y) found that each variable met all indicators. Thus, from the analysis of independent learning curriculum variables and Profil Pelajar Pancasila, it can be concluded that implementing the independent learning curriculum in Profil Pelajar Pancasila can be implemented properly.

### CONCLUSION

Different results were obtained for each variable based on the research results conducted by researchers at 42 elementary schools in Mranggen District. The independent learning curriculum variable brought an average value of 31.38, a median value of 31, a value that often appears as 30, a lowest score of 26, a highest value of 37, a standard deviation of 1.999 and a variance of 3.998. Meanwhile, the curriculum variable of Profil Pelajar Pancasila yields an average score of 26.81, a median value of 27, a value that frequently occurs 27, a lowest score of 20, a highest value of 33, a standard deviation of 2.442, and a variance of 5.963. The results of data analysis on the distribution of questionnaires show that implementing the independent learning curriculum in the Profil Pelajar Pancasila of elementary school students can be carried out well. With the results of this research, students should get used to not taking wrong actions and trying to apply the six elements of character in Profil Pelajar Pancasila both at school and home. So that students can become graduates with a Profil Pelajar Pancasila.

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