



Management of Merdeka Curriculum Towards Strengthening the Profile of Pancasila Students in Schools

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Abstract. The purpose of this study was to examine the policy of independent learning in strengthening the profile of Pancasila students. The research was conducted using literature review and descriptive methods. This study shows that the implementation of the independent learning policy has been running but there are several things that become obstacles, one of which is not fully understanding the essence of “free learning” so that it has not been able to optimize the strengthening of the Pancasila student profile. It is hoped that there will be further research that directly observes the field in order to obtain information directly to provide alternative solutions to government policies related to education at the next stage.

Keywords: Curriculum Management · Merdeka Curriculum · Profile of Pancasila Students

1 Introduction

In implementing an independent curriculum, collaboration between schools, teachers, parents, and local governments is needed to seek and find educational solutions that are effective, efficient, and fast on educational conditions, challenges, and problems that arise in each school to improve the quality of education learning. So the management of education in schools in each region is the responsibility of the principal, parents, and local government.

As a scientific discipline, it is closely related to other scientific disciplines. Conceptually, the theory of management science should be the basis for developing the curriculum, basically related to the study of education administration where the supervisory function has been included. Planning, organizing, and supervising the management of curriculum implementation is closely related to its implementation in an administrative sense.

The purpose of curriculum planning is developed in the form of a theoretical framework and research on social forces, community development, needs, and student learning styles. Curriculum planning is very dependent on the development of the curriculum and

the objectives of the curriculum which will be the link between the educational theories used. According to Hamalik ([9]:152), curriculum planning is a complex social process that demands various types and levels of decision-making.

Curriculum organization is a pattern or design of curriculum materials whose purpose is to make it easier for students to learn lesson materials and make it easier for students to carry out learning activities so that learning objectives can be achieved effectively.

According to Syaodih [10], implementing the curriculum according to the design, takes some readiness, especially the readiness of the implementers. Teachers are the main key to successful curriculum implementation.

Curriculum control operates through changes in the balance of internal and external interests, where balance changes have major and important implications for the conception of curriculum planning changes.

Anxiety about the decline in character and moral decline among students is one of the causes of the birth of the Pancasila Student Profile which is expected to increase students' positive behavior through the values of Pancasila [1]. The profile of Pancasila students is in line with the view of Ki Hajar Dewantara which states that education will not be separated from character values (character, physical, and students' minds) who will later become "humans" in society. This is sufficient to explain that the profile of Pancasila students has a very important role in developing the character of students and Indonesian society.

Figure 1 explains that the profile of Pancasila students has six main characteristics, namely (1) faith, fear of God, and noble character: Indonesian students who believe, fear God and have a character concerning God Almighty. This means that Indonesian students understand religious teachings and beliefs and can apply their understanding in everyday life.



Fig. 1. Profile of Pancasila students

There are five key elements in the element of faith, piety, and noble character, including, a) religious morality, b) personal character, c) morality to humans, d) morality to nature, e) state morality, and (2) diversity global: Indonesian students must maintain their culture, locality, and identity, and be open-minded in interacting with other cultures, to foster mutual respect. The elements and keys of global diversity: recognizing and appreciating culture, having communication skills in interacting with others, reflecting and being responsible for the experience of diversity, (3) cooperation: Pancasila students are expected to have the ability to work together, including the ability to carry out joint activities willingly. Elements of cooperation: collaboration, caring, and sharing., (4) independence, the key elements of independence: awareness of oneself and the situation at hand, and self-regulation, (5) critical reasoning: Indonesian students are students who can objectively process information well, can build links between information, able to analyze the information obtained, can evaluate, and conclude the information obtained. Elements of critical reasoning: obtaining, processing, analyzing, and evaluating information/ideas as reasoning, reflecting thinking and thought processes, and being able to make decisions, and (6) creative: Pancasila students are creative students who can change and produce something original, meaningful, useful, and influential [2–4]. This study aims to determine the impact of implementing an independent curriculum on strengthening the profile of Pancasila students.

2 Methods

The approach taken in this study is a library approach, namely by collecting data in the form of documents in the form of books, literature, and scientific journals related to the topics written in this article. The process of collecting literature study data goes through 3 processes, namely 1) editing: re-examining the data that has been obtained by the researcher, 2) organizing: organizing the data obtained with the necessary framework, 3) finding: further analysis of the editing and organizing process, (Ruslan, 2008).

3 Result and Discussion

To date, there have been ten episodes launched in the Merdeka Learning program. In episode 1, the Ministry of Education and Culture removed the national standardized school exam (USBN) and the National Examination (UN) into a National Assessment, simplified the Learning Implementation Plan (RPP), and a more flexible new student admissions policy. In episode 2, a program called Merdeka Campus was launched. In episode 3, a policy was issued regarding changes to the mechanism for the use of School Operational Assistance (BOS) in the 2020 fiscal year. In episode 4, the mobilizing organization program was launched. In episode 5, The Motivating Teacher Program. In episode 6, the Ministry of Education and Culture transformed government funds for Higher Education. In episode 7, the Motivating School Program is expected to be able to accelerate schools in all conditions to move one to two stages further. In episode

8, the Center for Excellence Vocational High School (SMK) policy was established. In episode 9, the policy regarding the procurement of the Smart Indonesia Card (KIP) is used to ensure the continuity of college for students from poor families. In episode 10, the expansion of the Education Fund Management Institution (LPDP) scholarship program.

Strategies for the success of Merdeka Learning include: 1) changing the way of thinking (vision, belief, & behavior) of all stakeholders. Education in carrying out its duties and functions should have a common goal, namely providing quality educational services for students; 2) Strengthening the capacity of school principals and teachers on leadership, school governance (planning, financing, teacher development), curriculum quality development, learning, and assessment; 3) Democratization of school organizational culture by eliminating the bureaucratic culture. Thus, Merdeka Learning provides authority and flexibility in the management of education at the school level. For Authority and flexibility to contribute positively to achieving the goals of Education, creative and innovative efforts are required [5].

Improve the quality of education to produce superior learners in the face of a complex future. Freedom to learn has a core, namely independence of thought for students and teachers. Freedom of learning is expected to be able to realize the formation of an independent soul character where students and teachers can freely export knowledge, attitudes, and skills from the surrounding environment [6, 7].

Returning education management authority to schools and local governments is the essence of independent learning. Education management authority can be exercised in the form of the flexibility of implementation to local government schools to plan, implement, and evaluate education programs implemented by schools regarding the principles of independent learning policies that have been set by the central government to achieve national education goals.

The planting of the Pancasila Student Profile is carried out by implementing an independent curriculum. The independent curriculum is expected to be a problem solver in the education system in Indonesia. The independent curriculum originates from the concept held by the Minister of Education and Culture through the concept of "Learning Independence" [8]. Merdeka Learning has a goal, namely to instill in students to be brave, independent, think critically, politely, and civilly, and have noble character. The following are the results of research obtained in several articles regarding the profile of Pancasila students.

Pancasila students are a manifestation of Indonesian students who become lifelong students who have global competence and have behaviors that are following the values of Pancasila, namely faith, piety, noble character, global diversity, cooperation, independence, critical reasoning, and creativity (Directorate of Elementary Schools, 2020). RI Presidential Decree No. 87 of 2017 concerning strengthening character education is the beginning of the basics of the realization of Pancasila which contains religion, cooperation, nationalism, independence, and integrity (Ministry of Education and Culture, 2018). Furthermore, the basis is the Strategic Plan of the Ministry of Education

and Culture for 2020–2024 (Ministry of Education and Culture, 2020) which contains the vision and mission of the Pancasila student profile which is the main milestone in education.

Independent learning implemented in schools has the aim of instilling courage, independence, critical thinking, politeness, civility, and noble character. In practice, independent learning has a different concept from before, namely in the previous education concept, students and learners tend to be passive, and learning is carried out in the classroom [1]. Meanwhile, in the independent curriculum, learners and learners become active. Active learners explore the new information that can improve the quality of themselves and active learners in designing and implementing learning to improve the quality of education following the potential of the school. Freedom of learning can do its learning wherever it is not pegged in the classroom but can be done outside the classroom, for example by visiting batik producers so that students will learn directly. This is following Ki Hajar Dewantara's view that education considers aspects of the balance of creativity, taste, and intention.

In the concept of independent learning, students are expected to always have the initiative as presenters of material and give examples to students. Learners must understand that learning occurs when there is a translation of the competency and curriculum achievements used in each phase. There are six elements in the Pancasila student profile, namely 1) faith, fear of God, and noble character, 2) creative, 3) cooperation, 4) global diversity, 5) critical reasoning, and 6) independence. In the concept of independent learning, students are expected to always have the initiative as presenters of material and give examples to students. Learners must understand that learning occurs when there is a translation of the competency and curriculum achievements used in each phase. Factors supporting the formation of the Pancasila profile can be seen from internal factors and external factors. Internal factors: nature, and personality, and external factors: 1) family, learners, and the environment.

4 Conclusion

From the results of the literature, it can be concluded that strengthening the profile of Pancasila students in the implementation of the independent curriculum has obstacles, including not fully understanding the essence of "free learning" so that it has not been able to optimize the strengthening of the Pancasila student profile, the limited time given by the learner, limited time in learning activities, content few lessons, limited knowledge of technology owned by learners, very less participation of learners in subjects and so on. To overcome this, it is expected that students will always innovate so that the learning strategies carried out can run smoothly and that they can strengthen the profile of Pancasila students as characters possessed by students.

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