Independent Curriculum Learning in Improving the Quality of Learning Early Children

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Abstract. Education will always develop from time to time, each policy will be updated according to its time. This study aims to analyze more deeply the condition of education with changes in curriculum policies in improving the quality of early childhood learning. This research is a qualitative descriptive study with observation, interviews and documentation methods which were analyzed using the Miles and Huberman model. The results of the study indicate that: (1) The entire process of activities is carried out by providing learning independence according to the needs and interests of students, (2) Planning learning using Teaching Modules, (3) Application of Strengthening the Pancasila Student Profile in free play activities and providing extracurricular activities at predetermined days at school, (4) the assessment is carried out by describing the children's activities accompanied by documentation of the students' work, (5) the teacher prepares the media for teaching materials to be later selected by the students, (6) the teacher is still adapting to the application of the Independent Curriculum Study. Through an independent curriculum, teachers are more creative in providing learning. The teacher as a facilitator plays a role in making an outline of student research and guiding students to do it themselves. Based on the results of the change research, it shows that what is happening is because of the new curriculum policy that affects the role of the teacher and the educational challenges according to the teacher to instill self-competence in the development of learning with this new curriculum policy.

Keywords: Independent Learning Curriculum · early childhood · Learning

1 Introduction

The development of the world of education changes the concept of learning that must be open, flexible and dynamic, it needs to be continuously improved, as well as at the early childhood level which is the foundation phase of the term in the independent curriculum where early childhood will be stimulated according to their interests, talents and potential. Early childhood learning by playing will be seen from how educators can provide meaningful and appropriate stimulation to early childhood. Stimulation is designed by enriching the environment that will increase the interaction of children with the surrounding environment, including educators and parents, based on this concept

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the role of developing aspects of children will appear not only the responsibility of the school but there are parents who work together to bring up character in children [1]. Early Childhood Education can be provided in formal, non-formal and informal forms. Eachform of implementation has its own characteristics.

The provision of education for early childhood on non-formal channels is carried out by the community based on the needs of the community itself, especially for children whose limitations are not served in formal education (TK and RA). Informal education is carried out by the family or the environment. Informal education aims to provide religious beliefs, instill cultural values, moral values, ethics and personality, aesthetics and increase the knowledge and skills of students in order to achieve national education goals [2]. Education will always develop from time to time, each rule will always be updated according to its time. Human resources are the most important part in education in order to be able to achieve the educational goals that have been proclaimed. Not only human resources, when talking about education and educational goals it will not be far from curriculum development.

Along with the development of science, human needs also continue to change, including in terms of education. Therefore, the curriculum as an important and fundamental thing in education needs to be developed to adjust and follow developments that occur [3].

Starting as early as possible it is necessary to prepare quality human resources through quality education from an early age, as well as to improve and improve the management of children's education. Specifically related to learning management for Early Childhood Education, it includes the process of planning, organizing, implementing, and assessing the learning activities carried out [4]. The golden period in early childhood is also a critical period where development greatly influences its development into adulthood. During this critical period, children need a lot of input, especially in nutrition, health and education which are very important in child development [1]. To create a quality generation, the community really expects an adequate education for their children, especially when they are still at an early age.

Early Childhood Education will be the first step in the formation of the nation's character, as a point of formation of high-quality human resources, who have aspects of self-ability that are skilled and intelligent and have an independent spirit. To create this harl, education must start from an early age. Thus, management in early childhood education is urgently needed to improve educational services in order to optimally develop children's potential [5]. In its development the education system is required to make the latest changes in a planned and directed and sustainable manner so that it is expected to be able to create equal distribution of education. The success of education does not only depend on insight and technical competence (hard skills), but also on character skills (soft skills), so that improving the quality of student character education is very important [6]. During the covid 19 pandemic and the new normal era, where network-based learning, both online and blended, was widely applied to students, the impact on character education patterns was somewhat limited, teachers became less flexible.

Improving the quality and relevance of education so that education is able to prepare students who are ready to face the challenges of changes that occur both on a national and global scale [7]. The curriculum is the most important part of learning in the world

of education. When viewed from the perspective of national education standards, the curriculum is part of the standard content. Content is the main idea that becomes the basis and guide in preparing learning programs in schools. Without a curriculum, schools will be confused about which direction the learning will take [8].

Early childhood is a period of laying the foundation or the initial foundation for the growth and development of children [9]. Early childhood education should receive more and special attention related to the learning crisis in Indonesia which has lasted a long time and has not improved from year to year [10].

The Ministry of Education and Culture determines the project themes applied to the Early Childhood Education unit, namely I Love the Earth, I Love Indonesia, Play and Work Together, and My Imagination. These general themes can be further developed into topics that can inspire creating project activities. In the project activity design, the Early Childhood Education unit can determine more concrete and contextual learning objectives. The preparation of learning outcomes in Early Childhood Education is certainly expected to be able to provide a learning framework for educators in each Early Childhood Education unit to provide the stimulation needed and according to the stages of early childhood development. While the purpose of learning in Early Childhood Education is to provide direction that is appropriate to the age and level of child development in every aspect of development. It is hoped that by the end of the preschool years, children will be able to demonstrate achievement in practicing basic religious values and noble character, have and show pride in their own identity, have literacy skills and the basics of science, technology, engineering, art and mathematics to build children enjoy learning and have mature readiness to attend primary education [11].

The importance of knowing learning needs and an environment that can facilitate all individuals in the school in order to improve their competence safely and comfortably, so that learning to meet the learning needs of children, the main concept of children will be the center of the design of differentiated learning processes to accommodate the different and diverse learning needs of children. The purpose of learning in Early Childhood Education is to help children to reach the stages of development, so it needs to be planned so that goals can be achieved effectively and efficiently [12]. Kindergarten-age children are in the preoperational stage in this case ranging from 5–6 years. For this reason, it is expected that the learning process must be in accordance with the stages of child development [13]. Curriculum updates that occur sometimes are not only planned to face challenges that will occur in the future, but there are times when curriculum changes are a response to the challenges that are currently being faced. For example the prototype curriculum.

The times are always changing even though the curriculum is prepared according to its demands. The prototype curriculum applied has a visionary goal.

Project-oriented learning, flexibility for students in learning, educators will also be facilitated holistically [14]. The existence of the concept of independent learning to make the applicable curriculum also undergoes changes where the contents of the curriculum must have meaning in freedom of thought to be skilled in finding, managing and conveying information and skillfully using information and technology in accordance with the mandate of the 1945 Constitution and Pancasila. Freedom to learn at the Early Childhood Education level has the goal of exploring the potential of educators and students

related to improving the quality of independent learning, namely through meaningful learning holistic services. The concept of independent learning according to the Minister of Education and Culture is to apply the curriculum to the learning process in a fun way, the development of innovative thinking from the teacher is one of the success factors because it can foster a positive attitude of students in responding to each lesson.

In the independent curriculum when linked to the previous curriculum (2013 curriculum), learning outcomes (CP) have positions such as Core Competencies (KI) and Basic Competencies. In its formulation, learning outcomes combine attitudes, knowledge, and skills competencies holistically. One more thing that characterizes learning achievement is the final achievement in the foundation phase (TK B) or when students finish studying at the Early Childhood Education unit [15]. Children who receive services according to their characteristics will develop optimally compared to children who do not have the opportunity to explore play activities [16].

Although in the study of playing in early childhood is true freedom of learning, but in practice learning still emphasizes the assignment of children's activity sheets that require children to complete according to the teacher's orders. Developing personality values in students requires learning strategies and special skills, especially if they are adapted to the characteristics of students who are millennials. The Ministry of Education and Culture has adopted the Pancasila Student Profile as one of the Vision and Mission of the Ministry of Education and Culture. This has been stated in the Ministry of Education's Strategic Plan (2020–2024). It is necessary for us as educators to understand more about the Pancasila Student Profile itself. This Pancasila Student Profile is one of the efforts to build student character to strengthen students' academic competence [17]. The preparation of an independent curriculum in the Early Childhood Education unit has a clear process and structure. The government, in this case the Ministry of Education and Culture, has given an option for each Early Childhood Education unit to implement an independent curriculum with various versions depending on the readiness of each unit in implementing the independent curriculum.

Actually, the 2013 curriculum did not completely change and lost its elements in the independent curriculum. With regard to learning objectives, learning outcomes, and other terms, they are still related to the 2013 curriculum. There are simplifications and new things that are simpler and more interesting in their implementation in learning. The student profile of Pancasila is a form of translating the goals of national education. The project to strengthen the profile of Pancasila students as part of the implementation of the independent curriculum will always be associated with three elements of Early Childhood Education Development Achievements, namely Religious Values and Character, Identity, and Basic Literacy, Mathematics, Science, Technology, Engineering, and the Arts [8]. In the concept of early childhood learning, independent learning reaffirms the true meaning of learning that occurs at the level of Early Childhood Education. How happy it will be if this concept is re- realized, because that is the real world of children, they don't need to have to do LKA (Children's Activity Sheet) with the Calistung concept which will curb the world of early childhood play [18].

Success in learning and learning activities can be seen from the level of success in achieving educational goals. By achieving these learning objectives, the teacher has been successful in teaching activities [19]. By preparing a good learning design, the

learning process carried out will be well managed and of course will be in accordance with national standards for early childhood education [20]. Teachers as main actors in the world of education must always be ready for all policy changes that occur in the realm of education. Teachers are the main role in the world of education must be prepared with all the changes that occur in the world of education. What is needed now is the real role of the parties concerned to continue sharing about the National Curriculum, so that teachers are always ready to act. Sharing this curriculum must be understood by teachers and there should be no discrimination. That is, the new curriculum can run if it has been disseminated effectively. In addition, there are three things that need to be considered in conducting dissemination, including the readiness of teachers, geographical conditions and information dissemination [21].

There are several assessment principles that need to be understood in an independent curriculum, namely: Assessment is an integrated and inseparable part of the learning process, learning facilitation, providing holistic information to educators as material for feedback studies, students, and parents so that they can become a foothold. in finding the next learning strategy; The design and implementation of the assessment is adjusted to the function of the assessment, with the flexibility to determine the technique and timing of the assessment so that learning objectives become more effective and efficient; The design of the assessment is fair, proportional, valid, and reliable so that it can provide an overview related to the learning progress or deficiencies of the child so that it can determine the next step; reports on the progress of learning and student achievement that are compiled are simple and informative, so that they can provide useful information related to the characters and competencies that have been achieved by the child, and become the basis for determining follow-up strategies. The results of the assessment are also used by students, educators, education staff and parents as reflection material to improve the quality of learning [15].

The quality of education in Indonesia has been very concerning lately. This is due to the many problems in the Indonesian education system that make the quality of Indonesian education poor. For example, the many deficiencies that occur in the field of education management, the lack of attention from the government, the mindset of people who cannot think modernly, and the weak standard of learning evaluation [22]. Efforts that can be made to develop children's potential for the better are learning programs that are arranged in a curriculum that is able to encompass all aspects of competence (behaviour, knowledge, and skills) and is able to encompass all development programs that are planned and delivered in an integrated manner and run according to child development stage [23]. Some of these factors are a factor in the low quality of education in Indonesia. In addition, there are also problems in learning. The quality of learning is defined as one of the benchmarks of success in an educational process.

Learning management refers to efforts to control learning and development activities based on learning concepts to achieve the learning objectives to be obtained more efficiently, effectively and productively [24]. For this reason, in this study, we want to see how the application of the independent learning curriculum is to improve the quality of learning in Early Childhood Education.

2 Method

The purpose of this study is to describe the learning curriculum for early childhood in improving the quality of early childhood learning at the level of Early Childhood Education. This type of research is a qualitative research using a qualitative descriptive research method which aims to describe as well as examine the real condition of the research object based on authentic data collected so that an analysis can be carried out on the application of the independent learning curriculum in improving the quality of learning in Early Childhood Education. The data in the study are primary and secondary data. Primary data were obtained directly through interviews and observations with school principals, classroom teachers and school staff.

Secondary data obtained from books and other important documents. Data sources are sources that are possible in research to obtain a number of information or data needed in a study, both main data and supporting data. Sources of data obtained from interviews with principals, teachers, school staff, historical records and research documentation. All the information that has been obtained from these various sources will not necessarily be used at all, because it requires re-sorting between relevant and irrelevant data. These data are grouped according to the needs that have been systematized in the report writing framework. The flow of this research reconstructs the concept of Miles and Huberman which includes data reduction, data presentation and verification stage. The steps in this research are First, collecting data from research informants namely school principals, teachers and early childhood education administrative staff about the learning curriculum applied in schools, using data collection techniques: Observation, namely observing and seeing the object being studied, namely:

The learning curriculum applied in Early Childhood Education is planning, implementation and evaluation carried out by teachers in teaching and learning activities in schools as an effort to improve the quality of learning, so that this research can be directly analyzed, interpreted and concluded the data that has been collected. In-depth interviews, namely all information obtained is recorded carefully and carefully, and is always reconfirmed if there are still unclear data, so that the data obtained is as needed. This in-depth interview technique was used to explore data sourced from school principals related to the stages and policy procedures adopted in early childhood learning activities. In addition, in-depth interviews were used to explore data sourced from teachers and administrative staff at schools, so that the results of the independent learning curriculum analysis that were applied in order to improve the quality of learning could be described. Documentation, namely in the process using camera phone technology tools to document the results of data collection in the form of photos of activities during interviews and archived evidence of documents in the form of RPPM, RPPH and lesson plans carried out by school principals and teachers in schools.

The second step is reducing data, namely classifying important data and discarding unnecessary data. The third step, data presentation, namely data presentation is done by outlining the relationship between categorization. The fourth step, drawing conclusions, namely drawing conclusions based on valid and consistent evidence so that they find or develop theories. Data collection was carried out for 2 weeks in October 2022, in one week carried out on Friday and Saturday. The research was conducted in 3 Kindergarten (TK) schools, namely TK Wonokarto 2 Wonogiri, Melati Wonogiri and TK Pertiwi

Table 1. Research Informants

No	School Name	Total number of teachers
1.	TK 02 Wonokarto	2
2.	TK Melati	4
3.	TK Pertiwi	3
	Amount	9

Wonogiri. The objects in this study are the classroom teacher, the learning curriculum used in teaching and learning activities and the quality of learning in schools. The subjects in this study were children in TK Wonokarto 2 Wonogiri, TK Melati Wonogiri and TK Pertiwi (Table 1).

3 Result and Discussion

Based on the search results from this study, it was found that teachers had different understandings of the independent curriculum for early childhood learning as follows (Fig. 1).

Based on the picture above, as many as 12% or as many as 3 teachers still have difficulty in providing learning materials for the independent learning curriculum at the Early Childhood Education level. As many as 27% or 7 teachers said that so far the implementation of the independent learning curriculum material has not been effective in improving the quality of children's learning because the implementation of the bar has

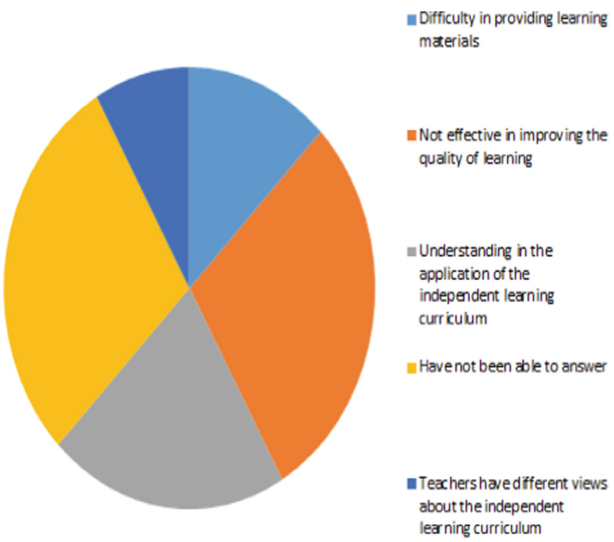
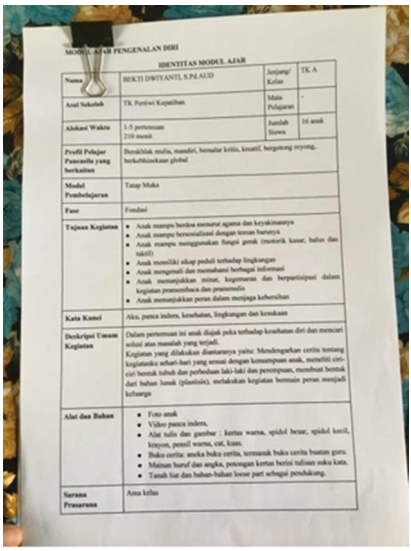


Fig. 1. Teacher responses in interviews

been running for 2 months. As many as 19% or 5 teachers experienced obstacles, namely related to understanding in the application of the independent learning curriculum and constraints in procuring teaching materials in schools. As many as 27% or 7 teachers have not been able to answer whether through this independent curriculum the quality of early childhood learning is good. And as many as 8% or 2 teachers still have not conveyed the achievements of early childhood learning in paragraph form or in other written forms. Based on the results of these studies, teachers have different views about the independent learning curriculum at the level of Early Childhood Education.

The view that the existence of an independent learning curriculum at the Early Childhood Education level prioritizes the needs and interests of students in line with the meaning of independence itself [25]. Learning with the new paradigm-free curriculum is an effort to grow students to become lifelong learners. The results explain that through an independent curriculum, teachers are more creative in providing learning. Learning materials are given to children with freedom, free to be delivered and can be randomized depending on where the learning materials or activities are mastered by the teacher and which students have been able to master. For example, when activities in the cognitive-mathematical aspects, the results of the diagnostic analysis of children are not yet capable of the concept of addition, the teacher teaches other materials first, for example about the introduction of number symbols. After understanding how children learn to play as a center in the independent learning curriculum paradigm, it is added by strengthening the Pancasila student profile where playing will give children the freedom to choose the learning activities they want. The scope of the profile of Pancasila students is noble character, global diversity, independence, mutual cooperation, critical and creative reasoning. In providing strengthening the profile of Pancasila students, the teacher applies it by getting used to morning prayer before starting and ending learning activities, conducting group discussions to build cooperation between students so that they are able to create mutual cooperation, think critically and creatively. The implementation of the Pancasila student profile strengthening project involves the role of parents in various activities. Teachers always coordinate with parents to discuss children's development. One of the teacher's roles in the teaching and learning process is as an evaluator. When in the learning process, educators should be productive evaluators. This is intended to understand whether the formulated evaluation objectives have been achieved or not, whether the material given to students is valid. This will be answered through evaluation activities by educators [26] (Fig. 2).

The term RPP or Learning Implementation Plan in the independent learning curriculum is replaced with Teaching Modules. The teaching modules used can be in accordance with those from the government or create their own or modifications from those issued by the government. Meanwhile, schools use teaching modules that have been issued by the government. Learning Outcomes, Objectives, Learning Objectives Flow we input into the teaching module. One teaching module can be used in one semester and it is enough to make it once [27]. The function of the curriculum for teachers is to guide students in the learning process [28]. The teacher prepares teaching materials which will later be selected by new students, then the teacher as a facilitator guides learning based on the teaching materials that have been selected by the students. The existence of the



MODUL AJAR PENGENALAN DIRI

IDENTITAS MODUL AJAR			
Nama	BEKTI DWIYANTI, S.PI.AUD	Jenjang/ Kelas	TK A
Asal Sekolah	TK Pertiwi Kopatihan	Mata Pelajaran	-
Alokasi Waktu	1-5 pertemuan 210 menit	Jumlah Siswa	16 anak
Profil Pelajar Pancasila yang berkaitan	Berakhlak mulia, mandiri, bernalar kritis, kreatif, bergotong royong, berkebhinekaan global		
Model Pembelajaran	Tatap Muka		
Fase	Fondasi		
Tujuan Kegiatan	• Anak mampu berdoa menurut agama dan keyakinannya • Anak mampu bersosialisasi dengan teman barunya • Anak mampu menggunakan fungsi gerak (motorik kasar, halus dan takit) • Anak memiliki sikap peduli terhadap lingkungan • Anak mengenali dan memahami berbagai informasi • Anak menunjukkan minat, kegemaran dan berpartisipasi dalam kegiatan pramembaca dan pramenulis • Anak menunjukkan peran dalam menjaga kebersihan		
Kata Kunci	Aku, panca indera, kesehatan, lingkungan dan kenakaan		
Deskripsi Umum Kegiatan	Dalam pertemuan ini anak diajak peka terhadap kesehatan diri dan mencari solusi atas masalah yang terjadi. Kegiatan yang dilakukan diantaranya yaitu: Mendengarkan cerita tentang kegiatanku sehari-hari yang sesuai dengan kemampuan anak, menelisi ciri-ciri bentuk tubuh dan perbedaan laki-laki dan perempuan, membuat bentuk dari bahan lunak (plastisin), melakukan kegiatan bermain peran menjadi keluarga		
Alat dan Bahan	• Foto anak • Video panca indera, • Alat tulis dan gambar : kertas warna, spidol besar, spidol kecil, krayon, pensil warna, cat, kuas. • Buku cerita: aneka buku cerita, termasuk buku cerita buatan guru. • Mainan huruf dan angka, potongan kertas berisi tulisan suku kata. • Tanah liat dan bahan-bahan loose part sebagai pendukung.		
Sarana Prasarana	Area kelas		

Fig. 2. Teaching Module

Pancasila Student Profile Strengthening Project activity makes teachers more creative and free in designing activities to realize student-centered learning goals (Fig. 3).

The Pancasila Student Profile Strengthening Project is a new nuance in education in Indonesia today, where a separate time allocation makes teachers more able to develop innovations in planning projects according to the selection of dimensions and characteristics of students. In addition, educators have the flexibility to carry out project-oriented learning processes. The scope of the profile of Pancasila students is noble character, global diversity, independence, mutual cooperation, critical and creative reasoning. The assessment is carried out by describing the children's activities accompanied by documentation of the students' work. In implementing the Independent Learning Curriculum, teachers are still in the adaptation stage considering that the Independent Learning

Fig. 3. 6 Dimensions of the Pancasila Student Profile Strengthening Project

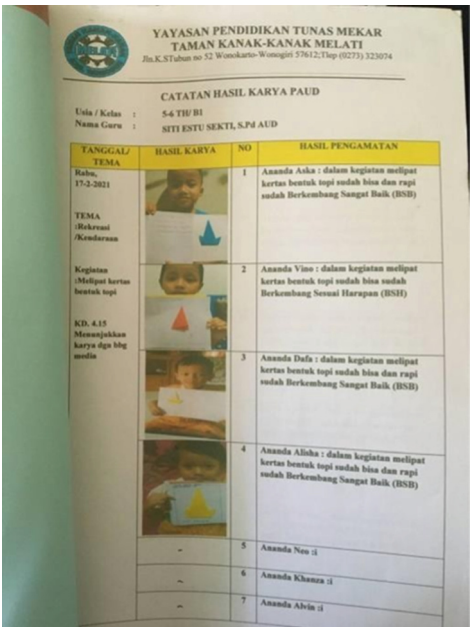
Curriculum is a transitional curriculum that has only been running for 2 months at school. Assessment assessment in schools, applying photo series where the teacher documents each child's work to be subsequently printed and pasted on books that are already available and then pasted according to the names of students.

Parents and children are also given space in choosing the activities they want to do inside and outside the classroom. This activity has a positive impact, because children are excited to come to school because they can't wait to do interesting activities at school [29]. Based on Ministerial Decree 033/H/KR/ 2022 that learning outcomes in Early Childhood Education include religious values and character, identity, and basic literacy skills, mathematics, science, technology, engineering and the arts. The Pancasila student strengthening project for students is based on the active involvement of students in developing their learning based on the learning needs that students determine.

This, students have independence in determining the direction of their own learning or self-regulated learning [30]. Students are encouraged to be able to identify problems, and present solutions to problems through the products that students produce in learning project activities. These results are in line with the teacher providing play stimulation and providing carefully designed learning to develop the potential of early childhood. The principle of carrying out early childhood education activities in the independent learning curriculum requires that it provides convenience for practitioners and the community [31]. One of the research informants, Mrs. LM, said that through the independent curriculum, it was easier for teachers to make teaching tools, meaning that the independent learning curriculum was simpler in designing learning. In independent learning, it is not a given process, but a driven process. Creating an independent learning life where the entire educational process is built on the basis of collective needs, departing from a mutual agreement [29] (Fig. 4).

Photo Series is a series of photos documenting the work of students equipped with information such as student anecdotal notes. The photo series assessment contains feedback notes that contain a follow-up lesson plan for the next day. The daily assessment plan begins by looking at the learning objectives that are revealed to be the goals of playing activities. The photo series assessment at the Early Childhood Education level is designed and carried out as feedback for teachers, students and parents so that they can be a guide in finding further learning strategies. The learning design associated with the activity objectives is intended as an effort by educators to facilitate the achievement of learning objectives in accordance with the needs and interests of students in the classroom. Teachers can choose to make daily or weekly lesson plans taking into account the situation and class needs. In the preparation of this learning design the teacher must pay attention to the interests and needs of students according to their development.

For the selection of teaching materials or learning media, in a day the teacher prepares 5–10 types of learning media to be selected by the students and then facilitated by the teacher as a facilitator. For assessment assessments in schools, teachers are able to apply photo series where the teacher must document each child's work to be subsequently printed and pasted on books that are already available and then pasted according to the names of students. Description of children's progress in each element of Learning Outcomes, namely elements of religious values and character, elements of identity, and elements of the basics of literacy. Freedom to learn can be understood as freedom to think,



YAYASAN PENDIDIKAN TUNAS MEKAR
TAMAN KANAK-KANAK MELATI
Jln.K.STubun no 52 Wonokarto-Wonogiri 57612;Telp (0273) 323074

CATATAN HASIL KARYA PAUD

Usia / Kelas : 5-6 TH/ B1
Nama Guru : SITI ESTU SEKTI, S.Pd AUD

TANGGAL/ TEMA	HASIL KARYA	NO	HASIL PENGAMATAN
Rabu, 17-2-2021 TEMA :Rekreasi /Kendaraan Kegiatan :Melipat kertas bentuk topi KD. 4.15 Menunjukkan karya dgn bbg media		1	Ananda Aska : dalam kegiatan melipat kertas bentuk topi sudah bisa dan rapi sudah Berkembang Sangat Baik (BSB)
		2	Ananda Vino : dalam kegiatan melipat kertas bentuk topi sudah bisa sudah Berkembang Sesuai Harapan (BSH)
		3	Ananda Dafa : dalam kegiatan melipat kertas bentuk topi sudah bisa dan rapi sudah Berkembang Sangat Baik (BSB)
		4	Ananda Alisha : dalam kegiatan melipat kertas bentuk topi sudah bisa dan rapi sudah Berkembang Sangat Baik (BSB)
	-	5	Ananda Neo :i
	-	6	Ananda Khanza :i
	-	7	Ananda Alvin :i

Fig. 4. Assessment of Early Childhood Education Series

freedom to work, and respect or respond to changes that occur (have adaptability). In the coming year, the teaching system will also change from being nuanced in the classroom to outside the classroom.

The teacher acts as a researcher, educator carefully listens, observes, and documents children's work and community growth in the classroom and to provoke, build, stimulate thinking, and create collaboration between children and their peers. Teachers are committed to reflection on their own teaching and learning [32].

Based on the results of the research and discussion described above, it can be concluded that the application of the concept of the Independent Learning Curriculum on the quality of early childhood learning is carried out by providing opportunities for independent learning where all learning activities are carried out by adjusting the interests and needs of children. In this case, the teacher plays a role in preparing teaching material media which will be selected by students for learning activities, in the preparation of teaching material media are unstructured and flexible according to existing conditions and situations. The implementation of the Independent Learning Curriculum, the teacher is still in the adaptation stage, considering that the Independent Learning Curriculum is a transitional curriculum that has only been running for 2 months at school. The assessment applied from the research site is to use anecdotal notes, work and photo documentation in accordance with the assessment in the Independent Learning Curriculum at the Early Childhood Education level.

The existence of the Independent Learning Curriculum requires cooperation, strong commitment, seriousness and real implementation from all parties, so that the profile of Pancasila students can be embedded in students. The existence of the Pancasila Student

Profile Strengthening Project activity makes teachers more creative and free in designing activities to realize student-centered learning goals.

Author contributions. SAR conducts data analysis and writes manuscripts, SK provides guidance, reviews articles and reviews articles.

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