



## **Analysis of the Implementation of the Independent Curriculum by Pancasila Study Profile Strengthening Project Class IV SDN 2 Rantepao**

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### **Abstrak**

Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan proyek penguatan profil pelajar pancasila kelas IV SD Negeri 2 Rantepao. Subjek dalam penelitian ini adalah adalah siswa kelas IV, Kabupaten Toraja Utara, Sulawesi Selatan, yang beserta dengan guru dari siswa tersebut. Pendekatan penelitian ini adalah penelitian kualitatif yang menekankan pada penggunaan data yang diperoleh dari lapangan. Jenis penelitian ini yaitu penelitian deskriptif dimana berusaha untuk mendeskripsikan atau memberikan gambaran terkait implementasi kurikulum merdeka melalui proyek penguatan profil pelajar pancasila di kelas IV SD Negeri 2 Rantepao. Prosedur pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa implementasi kurikulum merdeka melalui penguatan profil pelajar pancasila telah berhasil diterapkan di kelas IV SD Negeri 2 Rantepao. Dimana dalam kehidupan sekolah ataupun diluar sekolah siswa telah berhasil menerapkan semua indikator profil pelajar pancasila, yakni beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, berkebinekaan global, bergotong royong, mandiri, bernalar kritis dan kreatif. Sehingga kegiatan P5 dilaksanakan sesuai konteks lokal.

**Kata Kunci:** *Implementasi, Kurikulum, P5, .*

### **Abstract**

The of this research is to learn about and describe a project inteded for improving the profile of Pancasila Class IV SDN 2 Rantepao students. The subjects of this study were fourth-grade students and the teachers of SD Negeri 2 Rantepao. It is located at Dr. Ratulangi, Singki' Village street, Rantepao District, North Toraja Regency, South Sulawesi. This research approach is qualitative research that focuses on the use of data obtained on site. This type of research is descriptive research that aims to describe or provide an overview of the implementation of the independent curriculum through a Project to Strengthen the Profile of Pancasila Students in Class IV of SD Negeri 2 Rantepao. The data collection methods used were observation, interviews and documentation. The results of the investigation indicated that the implementation of the autonomous curriculum by strengthening the student profile of pancasila in Class IV SD State 2 Rantepao was successfully implemented. In school or outside the school, the students have successfully applied all the indicators of the profile of the students of Pancasila, namely, faithful, godly and noble, globally independent, confident, critical and creative. The P5 activities are carried out in a local context.

**Keywords:** *Implementation, P5, Curriculum.*

## Introduction

The history of education curriculum in Indonesia has been revised and updated several times with the aim of following the progress of the times and maximizing educational outcomes. History records that the curriculum in Indonesia has been changed nine times since 1968, namely the 1952 curriculum, the 1968 curriculum, the 1975 curriculum, the 1984 curriculum, the 1994 curriculum, the 2004 curriculum (KBK), the KTSP curriculum from 2006, the curriculum from 2013 and currently the independent curriculum (2019). Curriculum updates are carried out because they require adaptations to social developments, the use of science/technology, arts, culture, etc. Curriculum changes are one of the innovations in the world of education as the curriculum occupies a central position in the educational process. The self-directed learning curriculum makes project-based learning more relevant and interactive and provides students with numerous opportunities to actively engage with content topics. (Salam, 2023).

According to the National Education Standards Agency (BSNP), the independent curriculum is a learning curriculum linked to a skills and interests approach. Boys and girls can choose the course or subjects they would like to study based on their interests and talents. Meanwhile, according to the Ministry of Education and Culture, this independent curriculum also strengthens the realization of Pancasila students' philosophy, which is developed in accordance with the themes set by the government (Qulsum, 2022).

The importance of the curriculum in education, which contains formulations, objectives and plans for learning activities that prepare students for knowledge, Skills, attitudes and various values required to fulfill future professional tasks. Therefore, the curriculum is of great importance in education as it forms the basis for the development of professional skills and personality and determines the quality of human resources and people of a nation. The importance of the curriculum in education is also reflected in Article 36 paragraph (3) of Law No. 20 of 2003, which contains a curriculum within the framework of the unitary state of the Republic of Indonesia, aimed at strengthening faith and piety, increasing the noble Morale, increasing students' interest and intelligence potential, various types of environmental and regional potentials, as well as requirements in the concentrated world of work and the unity of various national and national values.

The role of curriculum in formal education in schools or other educational institutions plays a very strategic role and determines the achievement of national educational goals. The role of the curriculum that is considered very important is the conservative role of the curriculum, which is to preserve various cultural values that are a legacy of the past. For the younger generation, schools have the responsibility for the creative role of the curriculum in developing new things according to the needs of the times. Because in reality, society is not static, but dynamic and constantly changing. Due to the critical and evaluative role of the curriculum, not all natural values and

cultures need to be preserved. Because sometimes existing old values and cultures no longer correspond to the requirements of social development, and new values and cultures do not necessarily correspond to old values that are still relevant to the conditions and requirements of today. The aim of the curriculum is to be an educational tool to promote integrated students. The curriculum also provides students with an understanding of the educational system implemented, allowing students to decide on the education they want at the next level.

The Pancasila Student Profile is an attempt to improve the quality of education in Indonesia with a focus on character education. In the current era of globalization, technological progress is advancing. The role of character values education is urgently needed to achieve a balance between technological development and human development (Euis Dwi Rosaeni et al., 2022). Raising the profile of Pancasila students focuses on cultivating the character and everyday skills that are imparted to individual students through school culture, in-school and out-of-school learning, projects to raise the profile of Pancasila students, and work culture (Rahayu et al., 2022). (Kemendikbudristek, 2022).

The Pancasila student profile includes 1) faith, 2) fear of Almighty God and noble character, 3) global diversity, 4) mutual cooperation, 5) independence, 6) critical thinking. The application of the Pancasila Student Profile can be carried out through school culture, intra-school learning, co-curricular and extra-curricular activities, which in six cases focus on character formation and skills that are built

in daily life and brought to life in each individual. Extracurricular activities are activities designed to develop students' interests and talents (Nurdiana, 2021).

Observations carried out in SDN 2 Rantepao in the second semester of the 2023/2024 academic year. In class IV, it was found that the implementation of P5 took place outside class time on Saturday with a duration of 7 hours for each subject. For classes IV and V, the theme of entrepreneurship is utilized by creating an ecosystem of fermented fruits.

Based on initial observations made at SDN 2 Rantepao, they have introduced a new curriculum, namely the independent curriculum. Although this curriculum is still relatively new, it has been implemented at SDN 2 Rantepao through a project to strengthen the profile of Pancasila students. Therefore, it is very important to know that SDN 2 Rantepao has implemented an independent curriculum as part of a project to strengthen the profile of Pancasila students. However, the focus of this research is on fourth grade elementary students as part of a project to strengthen the profile of fourth grade Pancasila students at SDN 2 Rantepao.

Research conducted by Gunawan Santoso titled "Implementation of the Independent Curriculum through Literacy Project for Strengthening Pancasila Student Profiles". Published in the journal *Transformative Education (Jupetra)* Vol. 02 No. 01, March 2023. The results of the research show that literacy in the implementation of the Pancasila Student Profile Project in this school was implemented and carried out with

habituation by the school (Santoso et al., 2024).

The aim of this research is to describe the project to strengthen the profile of Pancasila Class IV students at SDN 2 Rantepao.

## Method

This research uses a qualitative approach because this research aims to study a natural state or object to obtain detailed and meaningful data. During the research, the researcher tried to photograph the events that were the focus of his attention and then described a project to raise the profile of Pancasila Class IV students at SDN 2 Rantepao. The type of research chosen is descriptive research. According to Sugiyono (2019), descriptive research is a method designed to describe or provide an overview of the object under study using data and samples collected as they are, without conducting analysis and reaching generally accepted conclusions. The research site is the place where data is collected and where the research is carried out.

The research location is SDN 2 Rantepao, Rantepao District, North Toraja Regency. This site was the research target because SDN 2 Rantepao is one of the schools in North Toraja that respects educational progress and is one of the schools that implemented the independent curriculum. Observation, interviews and observation documentation are used to collect data. Observation is an act of data collection that requires on-site researchers to directly observe things related to space, location, actors, activities, objects, time,

events, goals, and feelings (L.J Moleong, 2022). The observations in this research were based on the observation of the activities carried out under the project to strengthen the profile of Pancasila Class IV students at SDN 2 Rantepao. An interview is a conversation with a specific purpose. The interviewer asks questions and the interviewee gives answers to those questions. The interviews in this research were conducted by teachers and students of SDN 2 Rantepao with the aim of learning more about the Pancasila Students (P5) Profile Strengthening Project. The documentation of this research is used to collect information about the initial data obtained from students and to collect evidence of the research implementation from the beginning to the end of the research, such as: E.g. diaries, guidelines in the form of pictures, e.g. B. Photos or images of documents support the implementation of P5. The data analysis technique used is the Miles and Huberman model, namely data reduction, data display and inference/verification activities.

## Results and Discussion

This research was conducted to analyze the implementation of the independent curriculum through strengthening the profile of Pancasila students in Class IV of SD Negeri 2 Rantepao. Research results were obtained through observation, interviews and documentation. The interview was conducted with one of the teachers and a fourth grade student of SD Negeri 2 Rantepao. Data not disclosed through interviews were supplemented with data from direct, participant observations

conducted during the research. In order to strengthen the substance of the data from interviews and documentation, research results related to the analysis of the implementation of the independent curriculum through a project to strengthen the profile of Pancasila students of Class IV at SDN 2 Rantepao can be described. All research data is described based on the research focus.

### **Implementation of the project will reinforce students' Pancasila identities.**

The Pancasila Student Profile Strengthening Project (P5) is a part of this

This is inextricably linked to the implementation of the Independent Curriculum (IKM). P5 is an attempt to create Pancasila students who are able to behave in accordance with the Pancasila values, namely faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical thinking and creativity. What is special about IKM P5 is that its application is not integrated into the learning of each individual subject, but has a special part in each subject lesson allocation, giving students the opportunity to develop their knowledge, skills and attitudes by drawing on their Friends, teachers, and even local community leaders learn by analyzing current issues occurring in the area. This is what the teachers of SD Negeri 2 Rantepao are doing, who have implemented the Merdeka P5 curriculum in the school, with the aim of students behaving in accordance with Pancasila values. The Project to Raise the Profile of Pancasila Students Implemented by Grade IV Teachers at SD Negeri 2 Rantepao is as follows:

#### **1) Have faith and devotion to God Almighty and have noble morals**

In implementing the independent curriculum through a project to strengthen the profile of Pancasila students in the aspects of faith and devotion to God Almighty and morality, the teacher invites and provides examples of good opportunities, before learning and after learning in Praying lessons. Apart from this, teachers always integrate these values into religious subjects. This is done by teachers with the aim of helping students strengthen their faith in God. Apart from this, with the implementation of the independent curriculum through the Pancasila Students' Profile Strengthening Project, the students have good morale and good dedication, the students are experiencing many changes, this can be seen from the daily behavior of the students in the school, which They have good ethics, are conscientious in following religious subjects and have extraordinary respect for the teachers at school. This is in line with research by (Hamriani, 2023) which states that the implementation of the independent curriculum through a project to strengthen the profile of Pancasila students in the aspects of Faith, Fear of God, the Almighty and Noble Morality as well as the role the teacher should contribute It is very important to familiarize the students and give good examples. In this way we can strengthen faith and develop noble morals according to the Pancasila profile.

#### **2) Global diversity**

In implementing the independent curriculum through a project to raise the profile of Pancasila students in aspects of global diversity, teachers always teach children to recognize every difference between their friends, every difference in religion, ethnicity, race, language, etc. always to be respected. In addition, the students also applied these things in their daily lives. This is consistent with research findings (Oktavia Rahayu et al., 2023). It is very important to form a character with global diversity, always respecting every difference without having to judge other people. This is an important part of preparing future generations for the challenges and opportunities of an increasingly globally connected world.

### **3) Collaborate**

In implementing the independent curriculum through a project to raise the profile of Pancasila students in terms of mutual cooperation, teachers apply daily picketing where students work together in daily picketing to share their respective tasks including sweeping, garbage throw away, wipe, and so on. This is done by all students during the daily pickets, always collaborating with the consciousness of each student, without any coercion from the teacher. This is also consistent with Student C's statement that they carry out the daily pickets in a cooperative manner that comes from their own awareness. This is in line with the statement of the Ministry of Education and Culture, Research and Technology in 2021, which said that since any implementation requires a sense of solidarity, mutual cooperation is very dominant, so it has an impact on students

has individually and as a group (Kemendikbud, Research and Technology, 2021).

### **4) Independent**

In implementing the independent curriculum through a project to enhance the profile of Pancasila students in terms of independence, teachers develop learning independence by encouraging students to freely choose interesting projects according to their interests and giving additional responsibility to students by will be tasked with educating the flag with the following content: This will educate students and help them become more independent, confident and responsible individuals who can face future challenges. When these habits are implemented by teachers, students are able to be independent in terms of activities in school or in participating in other project activities. Students have also shown independence when given independent tasks and are able to complete them without copying their friends' work. This is consistent with opinion (Ramadani et al., 2023). Being independent means being able to lead a life on your own, the ability to do it alone without involving many other people.

### **5) Critical thinking**

Based on the results of interviews with Class IV teachers at SDN 2 Rantepao, it was found that in implementing the independent curriculum through a project to strengthen the profile of Pancasila students in terms of critical thinking, teachers conducted class discussions, which was

encouraging war Students can exchange thoughts and opinions, ask questions and respond critically to their friends' arguments. In addition, the fourth grade teacher at SDN 2 Rantepao also gives assignments or projects that require students to work together in groups to solve complex problems. Based on the discussion activities and tasks, it can be seen that the students are able to apply critical thinking indicators quite well, as they solve all the tasks well and can discuss and think critically enough to find the right answers. This is consistent with the results of interviews with Student B, who said that as part of class activities, the teacher put them together into discussion groups to discuss certain topics, and there were also tasks or projects to be completed with other friends, and in completing these tasks they discuss, everyone gives their opinion, then they think and come to a conclusion about the answer they think is correct. This is in line with the opinion of (Brigjen Hasan Basri et al., 2023) that critical thinking is that Pancasila students are able to process information with critical thinking, so it is not easy to process information raw and to swallow correctly to make decisions.

## 6) Creative

Based on the results of interviews with Class IV teachers at SDN 2 Rantepao, it was found that in implementing the independent curriculum through a project to strengthen the profile of Pancasila students in the creative aspect, the teacher promoted students' creativity by giving them Tasks gave B. Beads or make teaching aids based on the material to be used.

By studying the assigned tasks, students are able to creatively implement their own ideas without external encouragement. When making beads, he has to be creative in the completion and he is also given the task of making props that fit the theme, which arouse interest, motivation and creativity in him. This is in line with the opinion of (Rodhiyana, 2023) that children who are used to exploring their creative side become creative people who are able to think or act and move from one area to another to move to a new area.

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