



EVOLVING PROFILE OF PANCASILA STUDENTS THROUGH THE MERDEKA CURRICULUM IN THE ERA OF 5.0

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Abstract

This research explains the application of Merdeka Curriculum in developing profile of Pancasila students in early childhood at RA Al-Falah, Tenggarang, Bondowoso in the 2023/2024 academic year. Merdeka Curriculum gives students the freedom to develop their creativity, intelligence and character by paying attention to Pancasila values. as the basis of the Indonesian state. This research focuses on implementing the independent curriculum by developing the profile of Pancasila students. This research uses a qualitative descriptive method involving observation, interviews and documentation. The research results show that the implementation of Merdeka Curriculum has been successful in developing profile of Pancasila students. This curriculum facilitates children to learn actively and creatively through exploration, play, creativity and communication activities. In its implementation, Merdeka Curriculum is integrated with the learning of Pancasila values: mutual cooperation, honesty, tolerance, justice and love of the country. Children are taught about the meaning and importance of Pancasila values through stories, role plays and interactive classroom activities. Merdeka Curriculum learning process also encourages the development of children's character, such as self-confidence, responsibility, empathy and social intelligence. Children are invited to respect differences, help each other, and participate in group activities. The implementation of Merdeka Curriculum at RA Al-Falah is effective in developing the profile of Pancasila students in early childhood. This curriculum provides opportunities for children to grow and develop holistically, by strengthening understanding and appreciation of the values of Pancasila as the foundation of life in society, nation and state.

Keywords: Profile Pancasila Development, Merdeka Curriculum, Early Childhood

ABSTRAK

Penelitian ini menjelaskan penerapan Kurikulum Merdeka dalam mengembangkan profil pelajar Pancasila pada anak usia dini di RA Al- Falah Kecamatan tenggarang Kabupaten Bondowoso pada tahun ajaran 2023/ 2024. Kurikulum Merdeka memberikan kebebasan kepada siswa untuk mengembangkan kreativitas, kecerdasan, dan karakter mereka dengan memperhatikan nilai Pancasila sebagai dasar negara Indonesia. Penelitian ini berfokus kepada penerapan kurikulum merdeka dengan mengembangkan profil pelajar Pancasila. Penelitian ini menggunakan metode deskriptif kualitatif dengan melibatkan observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan Kurikulum Merdeka di RA Al- Falah telah berhasil dalam mengembangkan profil pelajar Pancasila. Kurikulum ini memfasilitasi anak-anak untuk belajar secara aktif dan kreatif melalui kegiatan eksplorasi, bermain, berkreasi, dan berkomunikasi. Dalam penerapannya, Kurikulum Merdeka diintegrasikan dengan pembelajaran nilai-nilai Pancasila: gotong royong, kejujuran, toleransi, keadilan, dan cinta tanah air. Anak-anak diajarkan tentang makna dan pentingnya nilai Pancasila melalui cerita, permainan peran, dan kegiatan kelas yang interaktif. Proses pembelajaran Kurikulum Merdeka juga mendorong perkembangan karakter anak, seperti rasa percaya diri, tanggung jawab, empati, dan kecerdasan sosial. Anak-anak diajak untuk menghargai perbedaan, saling membantu, dan berpartisipasi dalam kegiatan kelompok. Penerapan Kurikulum Merdeka di RA Al- Falah efektif dalam mengembangkan profil pelajar Pancasila pada anak usia dini. Kurikulum ini memberikan kesempatan kepada anak untuk tumbuh dan berkembang secara holistik, dengan memperkuat pemahaman dan penghayatan terhadap nilai-nilai Pancasila sebagai landasan kehidupan bermasyarakat, berbangsa, dan bernegara.

Kata Kunci: Pengembangan Profil Pancasila, kurikulum merdeka, Anak Usia Dini.

A. Introduction

As we know, education is defined as a conscious and planned effort to create a learning atmosphere and learning process in a class, so that hopefully students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills that needed by

themselves, society, the nation, and also country.¹ In line with the challenges of global life, education is something urgent because it is one of the determinants of the quality Human Resources. Nowadays, the superiority of a nation is no longer marked by the abundance of natural wealth, but also by the superiority of Human Resources. As part of learning recovery efforts, Merdeka Curriculum (previously referred to as the prototype curriculum) was developed as a more flexible curriculum framework, while focusing on essential material, character development and student competency.²

According to Nadiem Makarim, Minister of Education and Culture, Freedom of Learning/Independence of Learning is an effort to provide freedom and autonomy as well as freedom from bureaucracy to educational institutions, freeing teachers from convoluted bureaucracy and freedom for students to choose the field they like.³ The essence of the Merdeka Curriculum is Independent Learning. Freedom learning is a concept created so that students can explore their respective interests and talents.⁴

Indonesia should aim at creating students who are able to think critically, comprehensively, and proud of their identity as Indonesian children. In other words, the characteristics of Indonesian students are lifelong learners who have global competence and behave according to Pancasila norms.⁵ This millennial generation is a generation that has unique characteristics, a digitally literate generation, namely a generation that is very close to the gadget technology that they encounter and use which has become a complete part of their lives. In other words, they will easily master digital technology and they cannot be

¹ UU RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional Bab 1 Pasal 1 (1)

² Merdeka Mengajar. *Latar Belakang Kurikulum Merdeka*. (<https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/>)

³ Admin UNPAB. *Apa itu merdeka belajar*. (<https://www.pancabudi.ac.id/news/news/2020-11-04>)

⁴ Kementerian Pendidikan dan Kebudayaan. *Kurikulum Merdeka Membangun Potensi Siswa Fitrahnya*. (<https://www.kemdikbud.go.id/main/blog/2022/02/kurikulum-merdeka-membangun-potensi-siswa-sesuai-fitrahnya>)

⁵ Dyah M. Sulistyati, Sri Wahyaningsih, I Wayan Wijania. Pusat Kurikulum dan Perbukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, Jakarta Pusat. 2021. *Buku Panduan Guru Proyek Penguatan Profil Pelajar Pancasila untuk Satuan PAUD*. h. 2

separated. Many parents also allow this to happen for various reasons that have a negative impact on their daily lives, such as: If left unchecked, this situation will continue and will have a very bad impact on the child's future.⁶

There are some previous studies conducted by researchers. Like the written of Chumi Zahroul Fitriyah, in the education and culture journal SCHOLARIA September 2022, Merdeka Curriculum Paradigm for Elementary School Teachers. In this research, researchers examined the implementation of the Merdeka curriculum after the pandemic. This Merdeka curriculum has several principles, one of which is flexibility. This means that schools can implement Merdeka curriculum based on the environment. However, this curriculum is very new for teachers to implement. This research describes the conceptual Merdeka curriculum which will be implemented in 2025.

Based on the research results, this curriculum can be implemented in various regions in Indonesia. Preparing teachers to face this independent curriculum by preparing insight and information regarding this independent curriculum by attending several training and workshops held by educational and private institutions, they gave a very enthusiastic response in implementing this curriculum because one of the principles of flexibility is that it provides space for teachers to provide learning in accordance with the conditions of students and in favor of students.

The research method used is descriptive qualitative, namely by collecting data using in-depth interviews and literature reviews from journals about the Merdeka Curriculum, analyzing data using the Miles model, there are three steps, data collection, verification and conclusions.⁷

RA Al-Falah Institution, which is located in Tenggara Subdistrict, Bondowoso Regency is one of the schools appointed by the National Education

⁶ Muhamad Yasir, *Jurnal PKM: Pengabdian kepada Masyarakat* Vol. 04 2021. *Pendidikan Karakter Pada Generasi Alpha: Tanggung Jawab, Disiplin Dan Kerja Keras*.

⁷ Chumi Zahroul Fitriyah, *Paradigma Kurikulum Merdeka Bagi Guru Sekolah Dasar*, jurnal pendidikan dan kebudayaan SCHOLARIA September 2022.

Department as one of the driving schools in Bondowoso which implements the Merdeka Curriculum, through learning activities that involve students directly in implementing the Pancasila Student Profile. At the research location mentioned, the writer received direction from the head master as well as the head of curriculum and class teachers. Departing from this presentation, the writer is very interested in conducting research at RA Al-Falah institution with the title "Evolving Profile Of Pancasila Students Through Merdeka Curriculum In The Era of 5.0".

B. Literature Review

- Merdeka Curriculum

The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) issued a policy in developing Merdeka Curriculum which is given to educational units as an additional option in order to restore learning during 2022-2024. The Ministry of Education and Culture's policy regarding the national curriculum will be reviewed in 2024 based on evaluations during the learning recovery period. Referring to the condition when COVID-19 pandemic has caused many obstacles in the learning process in education units which has had quite a significant impact. The 2013 curriculum used before the pandemic is the only curriculum used by educational units in learning.

Learning recovery from 2022 to 2024, the Ministry of Education and Culture issued a policy schools that are not ready to use Merdeka Curriculum can use the 2013 Curriculum as the basis for learning management, as well as the Emergency Curriculum which is a modification of the 2013 Curriculum can be used by these educational units. Merdeks Curriculum is an option for all educational units which in the data collection process are educational units that are ready to implement Merdeka Curriculum. In the year of 2024 will see the determination of national curriculum policies based on

evaluation of the curriculum during the learning recovery period. This evaluation becomes a reference for the Ministry of Education and Culture in making further policies after learning recovery.⁸

The results of the data collection carried out by the Ministry of Education and Culture and Technology obtained data on the readiness of educational units in implementing Merdeka Curriculum on the independent route. Education units will receive good support from the Ministry of Education and Culture on implementing Merdeka Curriculum on the independent route. Good practices and learning content from the independent pathway Merdeka Curriculum are clearly identified so that they become the focus of assistance by the Ministry of Education and Culture.⁹

The Merdeka Curriculum includes three types of learning activities as follows:

- a. Intracurricular learning is carried out in a differentiated manner so that students have enough time to deepen concepts and strengthen competencies. This also provides flexibility for teachers to choose teaching tools that suit the needs and characteristics of their students.
- b. Curricular learning takes the form of a project to strengthen the Pancasila Student Profile, with the principle of interdisciplinary learning oriented towards character development and general competence.
- c. Extracurricular learning is carried out in accordance with student interests and educational unit resources.

The implementation of learning in Merdeka Curriculum is as follow:

- a. Diagnostic assessment, teachers carry out initial assessments to identify students' potential, characteristics, needs, development stages and stages of learning achievement. Assessments are generally carried out at the

⁸ kementerian Pendidikan, kebudayaan dan riset teknologi. *Implementasi Kurikulum Merdeka*. (kemendikbud.go.id)

⁹ Kebudayaan Pendidikan, kebudayaan, riset, dan teknologi. *Tahapan Implementasi Kurikulum Merdeka*. (<https://kurikulum.gtk.kemdikbud.go.id/detail-ikm/>)

beginning of the learning year, so that the results can be used to carry out further planning regarding the learning methods that should be used.

- b. Planning, the teacher organizes the learning process according to the results of the diagnostic assessment, and groups students based on ability level.
- c. During the learning process, the teacher will conduct regular formative assessments, to determine student learning progress and make adjustments to learning methods, if necessary. At the end of the learning process, teachers can also carry out summative assessments as a process of evaluating the achievement of learning objectives

- **The advantages of Merdeka Curriculum**

There are several superior points which are the reasons why Merdeka Curriculum is important:

- a. Simpler and Deeper, Merdeka Curriculum focuses more on essential material and developing student competencies in each phase. The learning process is expected to be more in-depth, meaningful, less rushed, and fun.
- b. More independent, For students, especially at high school level, there are no specialization programs in high school so students choose subjects according to their interests, talents and aspirations. Teachers are also expected to teach according to the stage of achievement and development of students. Schools also have the authority to develop and manage learning curricula according to the characteristics of educational units and students.
- c. More Relevant and Interactive, Learning through project activities provides wider opportunities for students to actively explore current issues such as environmental, health and other issues to support the

development of character and competency in the Pancasila Student Profile.¹⁰

- **The strategy for Implementing Merdeka Curriculum**

To support the successful implementation of Merdeka curriculum in schools, the Ministry of Education, Culture, Research and Technology designed six strategies. This strategy supports the Ministry of Education and Culture, Research and Technology for the independent implementation of the Independent Curriculum:

- a. Teachers and school principals must learn independently through Merdeka Mengajar Platform.
- b. Teachers and school principals learn Merdeka Curriculum by participating the webinar series.
- c. Teachers and principals learn Merdeka Curriculum in learning communities.
- d. Teachers and principals learn good practices through recommended sources.
- e. Teachers and principals use the help desk to get more information and strategies.
- f. Teachers and school principals work together with development partners to implement the Merdeka Curriculum.¹¹

- **Profile of Pancasila Students**

Besides realizing learning based on students' needs, Merdeka Curriculum also adds a character values, which is called by Pancasila Student Profile. Merdeka Belajar at early childhood level means that freedom to play.

¹⁰ Direktorat Sekolah Menengah Pertama, Kemendikbudristek. *Mengenal Tiga Keunggulan Kurikulum Merdeka*. (<https://ditsmp.kemdikbud.go.id/mengenal-tiga-keunggulan-kurikulum-merdeka/>)

¹¹ Edy Supryady, Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Balai Penjaminan Mutu Pendidikan - Provinsi Kalimantan Utara. *6 Strategi dalam Implementasi Kurikulum Merdeka secara mandiri*. (<https://bpmpkaltara.kemdikbud.go.id/2022/07/07/6-strategi-dalam-implementasi-kurikulum-merdeka-secara-mandiri/>)

Thus, the implementation of Merdeka curriculum at the early childhood level aims to encourage children to play while learning, not much different from the previous curriculum.

Profile of Pancasila student is the form and goal of national education. Pancasila student profile acts as the main reference that directs educational policies, including being a reference for educators in building the character and competence of students. The profile of Pancasila students must be understood by all stakeholders because of their important role. This profile needs to be simple and easy to remember and implemented by both educators and students so that it can be included in daily activities.¹²

The relationship between independent learning and the Pancasila student profile. The Pancasila student profile which consists of some parts is expected to be a way for our education to become complete students and humans: *Believe*, devoted to God and have noble character. Students who are able to apply religious values in their daily lives are considered capable of applying this first part. Pray every morning before starting learning, take care of yourself and the environment, respect other people, prioritize equality, and respect differences. The exxamples of those are need to be continued. *Independent*, means that Indonesian students are independent students, who are responsible for the process and results of their learning. The key elements of independence consist of awareness of oneself and the situation¹³.



¹² Kemendikbud, Di

¹³ Kemendikbud, Pr

Gambar: profil pancasila

C. Research Design

The research design used in this study is qualitative approach. Qualitative methods place more emphasis on observing phenomena and research more information into the substance of the meaning of these phenomena. The analysis and sharpness of qualitative research is greatly influenced by the strength of the words and sentences used. Qualitative methods help provide rich descriptions of phenomena. Qualitative encourages understanding of the substance of an event. Qualitative research begins with ideas expressed in research questions. These research questions will determine the data collection method and how to analyze it.

In the data collection process, the techniques uses documentation, observation, and interviews. Observation is a data collection technique that is carried out through an observation, accompanied by recordings of the state or behavior of the target object.¹⁴ As a product of thinking, people never stops thinking. When the curiosity fulfilled, another questions or curiosity always arises. This is what make people continue thinking to answer their curiosity. Finally, arises some knowledges and sciences emerged, as a result of answering the curiosit.

D. Research Findings

After conducting the research at RA Al Falah using observation, interviews, and documentation methods, the writer could formulate research findings based on the research focus of Implementing Merdeka Curriculum in Evolving Pancasila Student Profiles in Early Childhood.

¹⁴ Sugiyono, Metode, h.109.

With a flexible approach, students can gain a learning experience that is more holistic and tailored to their needs and interests. Support from teachers is also a factor in implementing Merdeka Curriculum teaching module, the teachers can implement this curriculum effectively. This support includes understanding concepts, adapting learning methods, and effective guidance for students in achieving learning goals. The teacher as the main subject whose role is expected to be able to act as a driving force to take action that provides positive things to students.¹⁵

The innovative learning methods applied, such as through projects in central activities (intracurricular), have helped students to develop various skills, such as creativity, cooperation and independence. In project activities, students can be actively involved in exploring ideas, collaborating with peers, and producing products or presentations that are relevant to the learning topic. Changes in student behavior are also important findings in this research. In implementing the Merdeka Curriculum, students show an increase in understanding of religious teachings, Indonesian culture, as well as an attitude of cooperation and mutual cooperation. They also show an independent attitude in managing tools and answering questions critically. This shows that the learning approach applied has helped students develop the Pancasila character.

Through the implementation of Merdeka Curriculum, RA Al-Falah succeeded in developing the profile of Pancasila students in early childhood. Teachers consistently instill Pancasila values in children and teach them about the meaning and importance of these values in everyday life. In every learning activity, Pancasila values are integrated with other learning materials, such as in stories, songs, games and group activities.

RA Al-Falah evaluates and monitors the learning process of Pancasila values. At the end of the learning process, teachers can also carry out

¹⁵ Restu Rahayu, Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak, Jurnal Basicedu Vol 6 No 4 Tahun 2022.

summative assessments as a process of evaluating the achievement of learning objectives.¹⁶ Teachers regularly evaluate children's understanding of Pancasila values through observation, assignment assessments and direct interaction. The results of the evaluation are used as material for reflection and improvement in an effort to develop a better Pancasila student profile. Through the implementation of Merdeka Curriculum and a fun approach, the school has succeeded in developing the profile of Pancasila students in early childhood. Pancasila values are an integral part of children's daily lives, helping to shape characters with integrity, democracy and love for the country.

E. Conclusion

The implementation of the Merdeka Curriculum at the RA Al-Falah Institution for 2023/2024 Academic Year provides an active, project-based learning approach, student empowerment, formative evaluation, and involving parents. This approach provides opportunities for students to be actively involved in the teaching and learning process, developing critical thinking skills, creativity and collaboration. Thus, the implementation of the Merdeka Curriculum at this institution is expected to improve the quality of early childhood education, provide relevant learning experiences, and support the development of student profiles with character.

Through developing profile of Pancasila students in early childhood, there are several supporting and inhibiting factors that influence this process. Significant supporting factors include an active learning approach, active parental participation, and the commitment of school principals and teachers to self-development. Meanwhile, the inhibiting factors that emerge are limited resources and a lack of understanding by parents about the importance of developing Pancasila values in early childhood. Therefore, through close collaboration between schools and families, as well as increasing public

¹⁶ Merdeka Mengajar. *Prinsip Pembelajaran Kurikulum Merdeka*. (<https://pusatinformasi.guru.kemdikbud.go.id/>)

awareness, it is hoped that the effectiveness of efforts to develop the profile of Pancasila students in early childhood at these institutions can increase. In this way, children can grow up as a generation that has strong Pancasila values and is able to implement them in everyday life.

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