



Merdeka Curriculum: Implementation of Pancasila Student Profile Enhancement Project (P5) in State High School 1 Kedamean

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Abstract

The Merdeka curriculum has been developed as a flexible framework, with a focus on essential subjects and the character and competence development of students. Moreover, it provides students with opportunities to develop necessary skills in social, cultural, and economic contexts. To fulfill these objectives, the Merdeka curriculum incorporates an innovative initiative called the Pancasila Student Profile Enhancement Project (P5). This study aims to gather data on the implementation of the independent curriculum in State High School 1 Kedamean for the P5 project. To facilitate understanding, a qualitative descriptive approach is utilized to describe the subjects, the situations, and the data collected through observations and interviews. The research findings reveal that the curriculum in State High School 1 Kedamean has been well-implemented and is functioning effectively. However, there are still several challenges and difficulties encountered during its implementation. As a leader, the school's principal must possess the ability to shift the perspective of the human resources within the educational environment, thereby maximizing the application of the independent curriculum. Overall, it can be concluded that the P5 project has been implemented to a satisfactory extent, with schools facing obstacles such as teacher compliance with policies. Teachers are still in the process of adapting to the characteristics of the Merdeka curriculum. The results of this study can be utilized to enhance the implementation of the P5 program in other schools.

Keywords: Curriculum; Merdeka; P5 Project

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INTRODUCTION

Education serves as a means for individuals to adapt to the rapid changes of our time (Vhalery et al., 2022). The future demands skills, technology, and the unforeseen events such as the Covid-19 pandemic in 2019. The pandemic significantly affected the lives of Indonesians, particularly in the realm of education (Iyana, 2023). Students experienced a decline in their learning outcomes as a result. It is imperative to develop an approach to learning that not only enhances knowledge but also enhances 21st-century skills (Satriawan et al., 2021). Teachers cannot ignore the current technological advancements as it is crucial in preparing students to meet the challenges of our increasingly advanced society (Alhamidy & Deta, 2023). However, one often overlooked aspect of education is the curriculum (Cholilah et al., 2023). Consequently, the government has been adjusting the curriculum, including the development of a Merdeka Curriculum (Santoso et al., 2023).

The Merdeka Curriculum, developed by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), is an effort to rehabilitate learning (Rahayu et al., 2022).

It is also referred to as the Prototype Curriculum in some instances (Lestari et al., 2023). The Pancasila Student Profile incorporated within this curriculum aids teachers in shaping the character and abilities of students. This encompasses all aspects of school culture, intracurricular, cocurricular, and extracurricular learning (Suliyannah et al., 2023). The Merdeka Curriculum aims to foster a range of 21st-century skills, including critical thinking, creativity, collaboration, and problem-solving (Mursidawati, 2023). Problem-based and integrated STEM learning, in particular, contribute to the development of problem-solving skills (Zulfawati et al., 2022). Ultimately, the Merdeka Curriculum endeavors to create a calm, enjoyable, stress-free environment that allows students to showcase their natural talents (Santoso et al., 2023). Merdeka's curriculum was developed as a more flexible framework, with a focus on essential subjects and the development of learners' character and competence (Barlian, 2022). Research findings indicate that 5.5% and 4.2% of respondents do not take pride in being Indonesian, and 11.2% and 3.7% stated that they do not know their feelings towards their nationality. Although these percentages are relatively low, they still highlight the need to address the issue and enhance the sense of nationalism. This can be achieved through various methods, such as incorporating character education based on Pancasila values into educational institutions (Pramono, 2023). Furthermore, students are provided with opportunities to develop essential skills in social, cultural, and economic contexts. To materialize these aspirations, the merdeka curriculum introduced an innovative initiative called the Pancasila Student Profile Enhancement Project (P-5) (Mursidawati, 2023).

The Pancasila Student Profile Enhancement Project (P5) is a project-based co-curricular activity designed to strengthen students' competence and character in accordance with the Pancasila Students Profile, which is structured based on the Graduate Competence Standards (SKL) (Iyana, 2023). The P5 activity, also known as the "Project for Strengthening the Profile of Pancasila Students," serves as a platform for students to apply Pancasila values in a dedicated setting (Lathif & Suprpto, 2023). Character building, which encompasses the formation of moral values, ethics, and positive behavior, is one of the key pillars of the Merdeka Curriculum (Maharani & Putri, 2023). Additionally, character education plays a vital role in realizing the educational goals of the nation (Safitri et al., 2022).

In its implementation, the P5 project aims to produce graduates who possess both competency and adherence to the values of Pancasila (Iyana, 2023). The Pancasila Student Profile Enhancement course supports students in developing 21st-century competencies, specifically the 4C skills (Critical Thinking, Creative Thinking, Collaboration, and Communication), through a student-centered learning approach. This approach allows students to engage in explorative learning, encouraging them to seek knowledge and experiences to the fullest (Ramadhan, 2023). Meaningful learning, where students are actively involved in the learning process, is a fundamental aspect of education (Maison et al., 2021). Through the practical implementation of the P5 project, students are given the opportunity to apply knowledge, reinforcing their character and gaining real-world experience within their social environment (Mursidawati, 2023). Researchers strongly believe that bridging the gap between Pancasila values and sustainable lifestyles within the context of high school education can significantly contribute to the advancement of educational science and the development of moral character among the younger generation. The seamless integration of these two concepts has the potential to cultivate young individuals who possess not only knowledge and skills, but also an unwavering commitment to living an environmentally sustainable life rooted in the values espoused by Pancasila (Suprayitno & Wahyudi, 2020). This study aims to explore the extent to which the integration of Pancasila values can be realized within high school educational programs. Specifically, the research will analyze the integrated P5 program, which combines Pancasila values within the high school curriculum. By adopting this approach, it is anticipated that students will emerge with an acute awareness and strong dedication to practicing the values of Pancasila through tangible actions aimed at safeguarding the environment and promoting the overall well-being of society. This research has the potential

to provide practical guidance to educational institutions seeking to incorporate Pancasila values into their curricula, while simultaneously making a valuable contribution to the existing body of knowledge in the fields of educational management and sustainable education.

Building upon previous research work that has examined the implementation of the P5 project in terms of its impact on students, barriers encountered, and institutional comparisons, the author conducted a comprehensive review of relevant journals to provide an updated perspective. This review primarily focuses on national and international journals that discuss the utilization of self-directed curricula at the high school level. The review specifically examines the implementation of the P5 project in State High School 1 Kedamean, Gresik, where the project was implemented over a period of 3 full weeks, utilizing a block scheduling system.

METHOD

The research employed a qualitative descriptive methodology to describe and analyze the curricula implemented in schools. The study was conducted at State High School 1 Kedamean during the academic year 2023/2024, specifically during the strange semester. Data collection involved interviews and observations as the primary techniques. The researchers utilized interview sheets and observation sheets as instruments for data collection. In-depth interviews and participant observation were conducted to gather data. In-depth interviews were held with the Head of Curriculum and teachers from high schools participating in the program. Participatory observation entailed direct observations of program activities and daily interactions within the high school environment. The interview with the deputy head of the state high school curriculum was also conducted. The data flow of this study is illustrated in Figure 1.

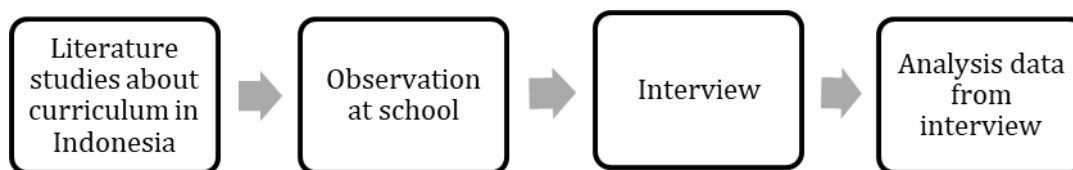


Figure 1. Research data retrieval flow

To examine the validity of the acquired data, researchers employ triangulation techniques. According to Moeloeng, triangulation is a method of data collection that integrates multiple techniques and existing sources of data. The process of triangulation entails dividing the data analysis into three phases: data reduction, data presentation, conclusion drawing, and verification. The gathered data will be subjected to thematic analysis. After transcribing interviews and comprehending field notes, primary themes and subthemes will be identified. These data will be organized and interpreted to address the research questions. The acquired data will be examined using triangulation techniques, specifically by combining data from interviews, observations, and documentation such as the operational curriculum of the school's educational unit and P5 implementation modules.

The participants of this study consist of teachers and high school students who are involved in the program. By including diverse groups, this research aims to provide a more comprehensive understanding of program implementation. The findings of the data analysis will be utilized to grasp their connection to the research problems and objectives, generating fresh insights that can contribute to the future development of this program in the educational context.

RESULTS AND DISCUSSION

Based on the results of observations, interviews, and documentation conducted at State High School 1 Kedamean, the school principal has implemented a Merdeka Curriculum in classes X and XI. The independent curriculum includes the Pancasila Student Profile

Enhancement Project (P5), which aims to complete 7 themes over a period of 3 years. The themes encompass sustainable lifestyles, local wisdom, the uniqueness of diversity, personal and spiritual development, democracy advocacy, engineering and technology, and entrepreneurship.

For the current semester, the P5 theme for class X is sustainable lifestyle (my beautiful class garden) and local wisdom (Greek wisdom). Meanwhile, the theme for class XI is the voice of democracy (my voice of spirit). In addition, the awakening of personal and spiritual development (stop negotiations) is the theme for class X, while the theme for class XI is the celebration of diversity (I and you are one). The following table presents the results of interviews regarding the implementation of the independent curriculum at State High School 1 Kedamean.

Table 1. Results of the interview with the head of the school

No	Questions aspect	Description
1	Merdeka curriculum implementation.	<ul style="list-style-type: none"> a. Independent curriculum was implemented in classes X and XI while class XII still used the K13 curriculum. b. Independent change means that schools use Merdeka curriculum structures in developing curriculum of their educational units and applying the principles of independent Curriculum in the implementation of learning and assessment. c. Self-reliance is changing where schools adapt existing modules in the PMM (Platform Merdeka Mengajar).
2	Obstacles of Merdeka curriculum	<ul style="list-style-type: none"> a. Objectively, there are no difficulties in the implementation of merdeka curriculum, as they can be overcome directly by providing curriculum-related training to the Curriculum Development Team at the driving school. b. In general, the obstacle to the implementation of an independent curriculum is that the teachers and the educational force lack understanding of the related curriculum, even if the independent teaching platform is already available. c. Because of the lack of understanding for the teacher and the educational resources of this independent curriculum, this has resulted in the implementation of the Pancasila Student Profile Enhancement Project being less than optimal.
3	Advantages and disadvantages of Merdeka curriculum implementation.	<ul style="list-style-type: none"> a. There is no clear standardization related to the teaching module to be used. b. The P5 module that's designed in this way has a clear and structured timeline.

Table 2. Results of an interview with the head of the school's curriculum

No	Aspect	Description
1	Merdeka curriculum implementation	<ul style="list-style-type: none"> a. The independent curriculum implementation option is independently changing where the curriculum applied in the school changes from the 2013 curriculum to the Merdeka Curriculum

No	Aspect	Description
		b. Objectively, the implementation of the independent curriculum in this school is already 90%
2	Obstacles of Merdeka curriculum implementation	a. As scheduled, the P5 implementation is difficult to implement. The P5 timeline is done using a block system, where the P5 time allocation is about 20–30% of the existing subject, so a theme takes about 2 weeks to 1 month. This is because the character-reinforcement process takes quite a while.
3	Teaching method in merdeka curriculum	The teaching methods applied by the school are efficient and adapted to the needs and characteristics of the students.
4	Evaluation system in merdeka curriculum.	The evaluation system remains the same as using the 2013 curriculum, i.e. evaluation while learning is ongoing (learners' activity, LKPD, presentations, or daily repetitions), mid-term evaluation and end-semester evaluation.

The implementation of an independent curriculum in SMAN 1 two-way is an independent change, specifically transitioning from a 2013 curriculum to a merdeka curriculum. This change is one of the four options, which include free learning, free change, and free sharing. Merdeka Change is a school that requires guidance or training from a driving school to establish an independent curriculum structure for developing its educational unit curricula. It also aims to apply the principles of an independent curriculum in the implementation of learning and assessment, placing it in the category of independent sharing schools.

During the P5 stages, which encompass planning to evaluation, the school initiates the planning stage by conducting socialization sessions for educators. These sessions aim to provide an understanding of the project themes before guiding students in their projects. Some of the observed themes included local wisdom and sustainable lifestyles for Class X, and voting democracy for Class XI. Prior to project implementation, a support system was established which involved various stakeholders such as the school curriculum team, coordinator team, project team, and facilitator team. These teams collaborated to ensure the successful realization of independent learning. Through observation, weaknesses were identified in the P5 planning process at this school. One identified weakness was the inadequate preparation of the project module, resulting in students and educators receiving the P5 project module just one day before implementation. In the implementation of P5 activities at State High School 1 Kedamean, parents are involved through the Parent Teacher Conference (PTC). This involvement is flexible, particularly for Class X, and aims to engage parents in P5 pupil activities. Initially, the facilitator team conducted socialization sessions with the students during the early phase of P5 implementation. Following this, the coordinator instructed the students to form groups based on specific themes. The responsibility of group formation was handed over to the students, who were accompanied by the P5 coordinator. Each group consisted of 5-6 members and was tasked with working on the assigned themes, namely local wisdom, sustainable lifestyles, and the voice of democracy, as specified by the school. Furthermore, the facilitator team provided instructions on how to complete the tasks outlined in the project module before the implementation of P5.

Upon completion of the P5 activities, the results were presented in the field to all students and evaluated by the jury or coordinator. This approach aligns with the concept expressed in the 21st century curriculum, which emphasizes the need for students to independently acquire knowledge in both formal and non-formal education (Nasution et al., 2023). In Class X, the

implementation of the P5 program focused on two themes: local wisdom and sustainable lifestyle. The concept of local wisdom revolved around Gresik Batik culture, which showcased the unique Greek culture, UKS, and adiwiyata. As part of the project, a group of students created a batik design on a white cloth measuring 1m x 1m. The process began with exploring various motifs for the batik sketch. The following day, the Molani process was employed to transfer the design onto the fabric. Once the fabric was prepared, the sketch was carried out using candles provided by the facilitator team. Subsequently, the batik cloth was ready to be exhibited.

Regarding the sustainable lifestyle theme, which was titled "My Beautiful Classroom," students were tasked with decorating gardens in front of their respective classrooms. This was accomplished by one class, with students divided into groups, as in the previous project. Through this project, students were indirectly exposed to various aspects and encouraged to analyze the needs of their surrounding environment. They were also given opportunities to conduct research using reference sources such as articles and YouTube. Subsequently, each class chose two batik products to be assigned as titles and displayed in a showcase. The presence of school regulations focusing on the cultivation of noble character allowed students to adhere to these regulations and shape their own religious, civilized, and integral characters (Rezky Nugraha & Deta, 2023).

In the implementation of Class XI, the theme focused on democracy voices titled "My Spirit Voice." This theme arose from observations which indicated that during the initial stages of implementation, student socialization was conducted by the facilitator team. The goal of the project was to familiarize students with the process of electing a chief of staff, starting with the nomination stage, followed by the campaign and election. Three pairs of candidates for the position of chief of staff were nominated, and each class formed three coalitions to support the respective candidates. However, obstacles were encountered during the implementation stage. Based on observation data, it was observed that not all students fully comprehended the project's flow, resulting in the P5 program (Project for Strengthening Student Profile Pancasila) falling short of its maximum potential. The time allocation adheres to the regulations set by the Government of the Republic of Indonesia No. 162/M/2021 on the Mobility School Program. The allocation for the Pancasila student profile project ranges from 20% to 30% of the overall learning workload. Currently, the project work follows a block system that lasts for one month, until the final stage of the project. The implementation of the P5 project at State High School 1 Kedamean exhibits various variations. Under the block system, the project is executed within a month, allowing students to produce a final product by the end of the month. The month-long project begins on September 4th with conceptual formulation and concludes on September 27th, 2023, with a showcase activity where students present their project results in a master's work exhibition.

However, there are obstacles to the time allocation applied in this school with the block system. Many students find the activities monotonous and feel that the project work takes a long time. Consequently, they prefer regular lessons over project work. According to a study by Lyana (2023), the implementation of the P5 project with the block system for a full month is perceived as monotonous.

Evaluation of this project is an important aspect of character education, which aligns with Indonesia's national educational goals of enlightening the nation. The project is an integral part of the curriculum mandated by Kemendikbudristek as it is integrated with other subjects. In order to enhance the students' profile, Pancasila School encourages the application of four principles: holistic, student-centered learning, contextual, and exploratory. As this project-based learning approach is student-oriented, students are expected to expand their knowledge and enhance their literacy skills to develop their own knowledge. Furthermore, efforts to improve educational infrastructure must be prioritized to ensure that students have access to the necessary facilities and resources for independent learning (Syahbana et al., 2023). In this context, teachers play the role of facilitators, guiding the students. Additionally, the evaluation

of this project requires different indicators and formats compared to conventional learning. The independent curriculum learning process in the driving school focuses on the Pancasila student profile, aiming to produce competent graduates who uphold high character values (Rahayu et al., 2022). At State High School 1 Kedamean, each facilitator is given two assessments. During the implementation phase of the project, the teacher assigns a daily task to assess the students' progress so that they can better prepare for the next day's activities. As stated in the source, this project has the potential to become a sustainable educational program that shapes students' character. In order to achieve this sustainability, an evaluation tool based on education for sustainable development is required (Prenika & Taroreh, 2023).

Curriculum evaluation in the school is carried out in three parts:

- a. Every semester, the class guardian holds a meeting with the student guardian to present the school program and receive proposals.
- b. Every three months, the head of the school and school management staff hold meetings with the school committee to evaluate the activities of the past month and discuss plans for the next three months.
- c. Monthly meetings are held with the dean of teachers, where the head of the school and school leadership staff provide information on upcoming school activities and evaluate the activities of the previous month.

The project to enhance the profile of Pancasila school students promotes the application of four principles of project-based learning: holistic, learner-oriented, contextual, and exploratory learning. Since this project focuses on learner-oriented learning, students are encouraged to explore knowledge to expand their own understanding. The teacher plays a facilitative role, guiding and directing students in this process. Consequently, the indicators and assessment format for this project differ from those used in conventional learning. The Merdeka Curriculum has proven to be effective in achieving educational goals by strengthening student character. The challenges faced at this school are common to many others, as not all schools are in the same position when it comes to implementing the Merdeka curriculum. Therefore, some schools must independently learn and adapt to its implementation. In the process of implementation, schools encounter various challenges, notably teacher compliance with the policies surrounding the Independent Curriculum. Unfortunately, there still exist a considerable number of teachers who struggle to adapt to its unique attributes. To address these hindrances, comprehensive efforts are necessary. Increasing investments in education is a crucial measure to enhance resource preparedness, encompassing the provision of required facilities and infrastructure. Furthermore, it is imperative to bolster teacher training and development, enabling educators to acquire a profound understanding of the Independent Curriculum and effectively implement it. In essence, overcoming these obstacles is crucial for the optimal functioning of the P5 Program and the successful attainment of its objectives. Ultimately, the P5 Program represents a significant stride towards realizing a comprehensive and meaningful education that fosters the cultivation of a robust Pancasila student profile.

CONCLUSION

Based on the aforementioned discussion review, it is evident that State High School 1 Kedamean has successfully implemented the Merdeka curriculum, which emphasizes project-based learning and the development of student character in accordance with the Pancasila student profile. Nonetheless, the school has encountered challenges, particularly in terms of teacher-policy compatibility, as many educators still struggle to adapt to the unique characteristics of this independent curriculum. The implementation of the autonomous curriculum at State High School 1 Kedamean has been deemed satisfactory, although certain aspects require improvement. For instance, the allocation of time for the P5 project should be tailored to suit the students' specific needs. Furthermore, increasing investment in education is pivotal in enhancing resource readiness, including the provision of necessary facilities and

infrastructure. Additionally, teacher training and development must be reinforced to ensure a comprehensive understanding of the Independent Curriculum and its effective implementation.

RECOMMENDATION

Further research can be conducted by exploring the various components of the independent curriculum, aside from the profile of Pancasila students. Additionally, an investigation into the implementation of the independent curriculum across different schools, focusing on specific areas, can provide more comprehensive and profound findings. This study aims to enhance the development of the Merdeka curriculum's implementation.

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