

Merdeka Curriculum as a Form of Pancasila Student Profile in Madrasah Ibtidaiyah

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Abstract: The term “Merdeka Curriculum” is being discussed by both educators and academics. The emergence of this curriculum is anxiety in itself because the education system in Indonesia changes when the Minister of Education changes. Presumably, the concept carried by each curriculum change also tends to be the same, namely adaptation to change. Conceptually, this article will discuss the profile of Pancasila students in strengthening character education in madrasahs. The literature review approach is in the form of descriptive analysis. The data used in literature research comes from the text finding and discourse analysis. This research only uses literature sources as data without researchers coming to the field. The results showed that the concept of an independent curriculum in strengthening character education uses a project-based learning approach used in implementing P4 in madrasah. There are three stages in identifying madrasah readiness in determining project-based implementation readiness, namely initial, development, and advanced of stage. Several stages of strategies can be adapted and developed in the madrasah environment, namely strengthening school culture or creating school culture and the implementation of school student profile projects carried out in intracurricular and extracurricular activities.

Abstrak: Istilah Kurikulum Merdeka sedang hangat diperbincangkan baik oleh pendidik maupun akademisi. Munculnya kurikulum ini menjadi kegelisahan tersendiri, karena sistem pendidikan di Indonesia selalu saja mengalami pergantian ketika Menteri pendidikan berganti. Agaknya konsep yang diusung setiap pergantian kurikulum pun cenderung sama yakni adaptasi perubahan. Artikel ini akan membahas tentang Profil Pancasila dalam penguatan pendidikan karakter siswa di madrasah. Pendekatan literature review berupa analisis deskriptif. Data yang digunakan dalam penelitian kepustakaan berasal dari temuan teks dan analisis wacana. Penelitian ini hanya menggunakan sumber literatur sebagai data tanpa peneliti datang ke lapangan. Hasil penelitian menunjukkan bahwa konsep kurikulum mandiri dalam penguatan pendidikan karakter menggunakan pendekatan pembelajaran berbasis proyek yang digunakan dalam implementasi P4 di madrasah. Ada tiga tahapan dalam mengidentifikasi kesiapan sekolah dalam menentukan kesiapan implementasi berbasis proyek, yaitu tahap awal, pengembangan, dan lanjutan. Beberapa tahapan strategi yang dapat diadaptasi dan dikembangkan di lingkungan madrasah yaitu penguatan budaya sekolah atau penciptaan budaya sekolah dan implementasi proyek profil siswa sekolah yang dilakukan dalam kegiatan intrakurikuler dan ekstrakurikuler.

INTRODUCTION

The term “Merdeka Curriculum” is occasionally brought up by academics and power educators alike. Because Indonesia education system constantly only experiences replacement when the Minister of Education changes, the appearance curriculum has become a source of fear. Every replacement curriculum presumably follows the same approach to adaptability and change.

One of the key initiatives that helped the power withdraw from the Merdeka curriculum is the policy in place for Pancasila Student Profiles.¹ Because of difficulties like bullying, association-free zones, teak crises, and other issues, this multi-phenomenon generation that began to emerge later forgot the core of the preexisting Pancasila ideals, which causes the educational sector to face challenges on its own in the “educating life nation” process.

In 2018, a student tragedy at a grade 5 elementary school (SD) in Indonesia resulted in the teacher being injured after the student pointed a knife at the teacher and did not receive a proper response from the guardian of the class.² As a result, the students

were given the emitted sentence without justification. Immediately after Shiva left the course, he pulled a knife and thrust it into the guardian's chest.³

Beginning in 2022, seven school student bases secured residents when they wanted to brawl on Jalan Taruna Jaya, Cibubur, East Jakarta.⁴ Brawls also broke out in West Jakarta. The students passing by the brawl location became the wrong target and died after suffering heavy wounds. No surprise, indeed brawl almost on Bridge Road Besi II, Tambora, West Jakarta. They succeeded in disbanding before attacking another student, with one student caught having a sharp weapon.

Action legislation this because the victim frequently ejects, saying No politely to the seven older brother class perpetrators. For instance, just medium _ occurred in Malang Regency. There is bullying that was carried out student in 6th-grade elementary school by a younger brother. His class is still in grade 2.⁵

¹ The Pancasila Student Profile is a translation of the national education goals. The Pancasila Student Profile serves as a foundation that directs educational policies as well as a reference for teachers in building student character and competence. Read: Badan Standar, Kurikulum, dan Asesmen Pendidikan Kemendikbudristek, *Dimensi, Elemen, dan Subelemen: Profil Pelajar Pancasila pada Kurikulum Merdeka* (Jakarta: Kemendikbud, 2022), 2.

² Iwan Supriyatna, “Bocah Kelas 5 SD Todongkan Pisau ke Gurunya Hingga Terluka”, *suara.com* (Jum’at, 09 November 2018). <https://www.suara.com/news/2018/11/09/072810/bocah-kelas-5-sd-todongkan-pisau-ke-gurunya-hingga-terluka>

³ Rustaman Nusantara, “Siswa SD di Grobogan Tewas Penuh Luka Lebam, Diduga Dianiaya 3 Teman Sekelas”, *iNewsjateng.id* (Kamis, 20 Desember 2021).

<https://jateng.inews.id/berita/siswa-sd-di-grobogan-tewas-penuh-luka-lebam-diduga-dianiaya-3-teman-sekelas/all>

⁴ Siswanto, “Anak SD di Jakarta Timur Bawa Senjata Tajam Diamankan Saat Mau Serang Pelajar Lain”, *suara.com* (Kamis, 27 Januari 2022).

<https://www.suara.com/news/2022/01/27/154051/anak-sd-di-jakarta-timur-bawa-senjata-tajam-diamankan-saat-mau-serang-pelajar-lain>

⁵ Imron Hakiki, “Kasus Perundungan Siswa SD di Malang, Pelaku Sebut Korban Kerap Berkata Tak Sopan”, *KOMPAS.com* (Selasa, 29 November 2022).

<https://surabaya.kompas.com/read/2022/11/29/212451378/kasus-perundungan-siswa-sd-di-malang-pelaku-sebut-korban-kerap-berkata-tak?page=all>

Not only in Malang, but in another instance that gained widespread attention on social media, the offender allegedly asked the victim to prove that the answers to the lesson were in the book before stomping, kicking, and even trampling the victim within the classroom.⁶

Although commitment to government in various aspects is better, the fact is that in 2021 there are many complaints about the public. Enough fluctuating. In 2019 there were 4,369 cases; in 2020, it increased to 6,519 points, specifically in 2021 reaching 5,953 cases. Of course, The Trend of Violating Children's Rights in 2021 is appropriate to get attention.⁷

The author has previously mentioned some phenomena that conflict with Article 3 of Constitution Number 20 of 2003, which is about the System of National Learning.⁸

⁶ Ismail Sangaji, "Kasus Perundungan di SD Ternate Viral, Korban Terekam Ditendang dan Diinjak-injak Pelaku", *OKENEWS* (Rabu, 23 November 2022). <https://nasional.okezone.com/read/2022/11/22/337/2712747/kasus-perundungan-di-sd-ternate-viral-korban-terekam-ditendang-dan-diinjak-injak-pelaku?page=1>

⁷ Komisi Perlindungan Anak, "Siaran Pers: Catatan Pelanggaran Hak Anak Tahun 2021 dan Proyeksi Pengawasan Penyelenggaraan Perlindungan Anak Tahun 2022" (Jakarta: 24 Januari 2022). <https://www.kpai.go.id/publikasi/catatan-pelanggaran-hak-anak-tahun-2021-dan-proyeksi-pengawasan-penyelenggaraan-perlindungan-anak-tahun-2022>

⁸ National education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. Read: Undang-undang Republik Indonesia, Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.

However, success is not solely dependent on technical knowledge and ability.

In reality, delinquency happens child often based on a lack of morals. However, they were sitting on a bench at school, so this becomes important in moral matter formation since SD/MI later matter will become a significant influence when they Already leave mature. Without a meaning question, quality curriculum education in Indonesia has become essential in moral formation since SD/MI.

Nadiem Anwar Makarim, Minister of Education, Culture, Research, and Technology (Mendikbudristek), has established Profile Pancasila students as the Vision and Mission Front Minister of Education and Culture poured in Permendikbud Number 22 of 2020 concerning Plan Strategic Ministry of Education and Culture Years 2020-2024.⁹ One aspect of Profile Pancasila students that stands out is how fast the world is becoming globalized.

Basically, potency is a character That is Already owned by humans even before birth, but potency must always be built through socialization and education child even from an early age. In fact, the teacher can inspire and be a good example in changing the character child. He taught you to become man as a creature of God and society.

Pancasila teaches How (learn to know) to do something, act, and decide something as well as attitude and

⁹ Ashbul Kahfi, "Implementasi Profil Pelajar Pancasila dan Implikasinya Terhadap Karakter Siswa di Sekolah", *DIRASAH: Jurnal Pemikiran dan Pendidikan Dasar*, vol. 5, no. 2 (September, 2022); 139. 138-151. DOI: <https://doi.org/10.51476/dirasah.v5i2.402>

spirit, and Madya Ahdiyati¹⁰ claims that Pancasila is one of them with great lordship. Pancasila is also present in room creativity (learn to do). Pancasila is also present in room integrity (remember to be). Specifically, Pancasila manifests itself in values that are positive and integrative. Additionally, Justice, social.

Ki Hadjar Dewantara continued his educational freedom topic by stating, "Culture national We is all peaks and essence of culture area throughout the Indonesian archipelago, the old and the soulful new national".¹¹

Since children can develop attitudes and behaviors based on Pancasila values, they can grow into children who have morals noble and morally fit Hope nation, as well as capable of developing Pancasila values that require a process of habituation, awareness, practice, and exemplary Harry said Hidayat et al., this is very important in instilling morals in SD/MI children.¹²

It is a significant process of planting and applying Pancasila values because it influences the mindset and makes Pancasila a pure reference nation from view, soul, and ideology. Nur Khosiah also stated that the implementation process of planting Pancasila values is carried out through religious activity learning, eyes lesson

PKn, and eyes another address is with teach and instill please the amount of Pancasila there are five and their implementation in activities at school.¹³

According to research by Yusuf Falak, improving education character can be accomplished through five different types of intervention, including consultative and asymmetric assistance, power-man school reinforcement, learning with a new paradigm, data-driven planning, and digitized schools.¹⁴

According to Ade Suherman et al., teachers can develop the Merdeka curriculum independently. One way to explore the Merdeka curriculum is through webinars and workshops. These can serve as a new motivation for teachers to comprehend and develop the character of Pancasila students.¹⁵

According to research by Rahmat Fadhli, to make schools into diverse fields in participatory programs unique, innovation even teacher collaboration to realize school drives, it is necessary to have support from the community around them.¹⁶

¹⁰ Marinda Sari Sofiyana, et.al, *PANCASILA: Merdeka Belajar dan Kemerdekaan Pendidik* (Malang: UNISMA Press, 2021), 102-103.

¹¹ Ana Widyastuti, "Implementasi Proyek Penguatan Profil Pelajar Pancasila dalam Kurikulum Merdeka PAUD", *REFEREN*, vol. 2, no. 1 (30 November 2022); 200. 189-203.

¹² Heri Hidayat, et.al, "Menanamkan Nilai Pancasila dalam Pendidikan Kewarganegaraan pada Siswa Madrasah Ibtidaiyah/Sekolah Dasar", *Madrosatuna: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, vol. 4, no. 1 (Juli, 2021); 25. 25-34.

¹³ Nur Khosiah, "Implementasi Nilai-nilai Pancasila Peserta Didik di Madrasah Ibtidaiyah Mambail Falah Tongas-Probolinggo", *Al-Insyiroh: Jurnal Studi Keislaman*, vol. 6, no. 1 (Maret, 2020); 98. 84-100.

¹⁴ Yusuf Falaq, "Penguatan Pendidikan Karakter dalam Skema Pelajar Pancasila di Madrasah Ibtidaiyah", *2st ICIE: International Conference on Islamic Education*, vol. 2 (2022); 374-375. 367-380.

¹⁵ Ade Suherman, et.al, "Building the Character of Pancasila Students Through the Independent Curriculum", *IJCE: Indonesian Journal of Community Empowerment*, vol. 2, no. 2 (15 Mei 2021); 53. 46-54.

¹⁶ Rahmat Fadhli, "Implementasi Kebijakan Kurikulum Merdeka di Sekolah Dasar", *Jurnal Elementaria Edukasia*, vol. 5, no. 5 (Oktober 2022); 151. 147-156.

According to Syahrul Hamdi, the Merdeka Curriculum can address the issue of poor ability literacy basis participant education. Teachers play a crucial role in individually tailoring their competence, particularly in competence pedagogical.¹⁷

Merdeka Curriculum is a breath of fresh air for the educational landscape, and it is anticipated that institutions of higher learning, instructors, and students will be able to learn more about it when it becomes available.

Because of the connection with the Merdeka Curriculum and Profile Pancasila students, this research will be similar to that done by Ana Widyastuti and Yusuf Falaq because they similarly discussed second-term concepts. However, the writer will ensure that this research is distinct from previous studies because of the changing nature of society.

Under this description, the author researched whether the Merdeka curriculum could be used to effectively profile Pancasila students in a madrasa environment. This research was conducted with the understanding that the Merdeka curriculum is a relatively new subject area, mainly when applied to projects.

METHOD

Data used in study literature arise from findings analysis text and discourse. Study This Enough uses source literature as research data without going into the field. Research This is a results analysis using

technique literature (library research).¹⁸

RESULT AND DISCUSSION

Merdeka Kurikulum Concept

After many people began to read, write, and debate the term "independent study", it is now commonplace because the Merdeka curriculum necessitates that it be studied to preserve its integrity and allow students to fully understand its contents.

Independent study comes from two separate words: free and learn, but it is the unit that has a new significance.¹⁹ Simply put, independence means freedom to stand on and own freedom from all forms of oppression, even exploitation. Space is free, independent, and not submitting or free from demands.²⁰ Even someone defines something as freedom from all forms of oppression and exploitation to freedom individual someone.

This means Study is all anything to be based on to get knowledge and experience as business changes Act in demand or habit becomes more acceptable. In a broad sense, the study is psychophysics development personal. In a narrow sense, own meaning is a mastery knowledge-focused knowledge formation personality.²¹

The Minister of Education and Culture generally promotes independent study as a slogan; however, independent study means

¹⁷ Syahrul Hamdi, Cepi Triatna, dan Nurdin, "Kurikulum Merdeka dalam Perspektif Pedagogik", *SAP: Susunan Artikel Pendidikan*, vol. 7, no. 1 (Agustus, 2022); 10. 10-17.

¹⁸ Amir Hamzah, *Metode Penelitian Kepustakaan Library Research* (Malang: Literasi Nusantara, 2020), 9.

¹⁹ Badan Pengembangan dan Pembinaan Bahasa, *KBBI Daring* (Kemendikbud, 2016).

²⁰ Didin Hafidhuddin, *Islam Aplikatif* (Jakarta: Gema Insani Press, 2004), 10.

²¹ Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: Rajagrafindo, 2011), 23.

independent Study That grants discretion in the learning process. That became the background for independent Study, Actually. For several reasons, like the decline in quality of service education and graduates produced, Indonesian education experienced a decline in Power competitiveness in the market 4.0 and 5.0.²²

A learning free designed based on the needs of students and their wishes. Drafting This more benefit teachers and students because learning free is designed based on the needs of students and wishes them. I hope the teacher at school can do a learning strategy-based project for pushing creativity in students as means to practice it.

Free learning offers flexibility in catching up on objectives while adhering to all current norms and practices. Draft the no to liberate all things, No. Consider Serious education, late and not dressing discipline. How to think and act This must be changed because contrary to principles, independent learning.

There are several concepts related to education that liberates, including: first, how education is organized in the process of instilling good values and changing participant education; second, because education emphasizes honor and respect for all human dignity; third, how education gives life to society.²³

Internal teachers must take on the role of facilitator for students

through personal approaches, methods, and learning media in a fun learning process for participant education. In fact, during this participant's education, the same was considered without consideration for the child's competence and set aside concern for the child's ability to adapt.²⁴

Pancasila Student Profile Scheme

Generally speaking, "Profile Pancasila students" can be explained in terms of six dimensions: (1) faith, piety to Almighty God Esa and noble morals; (2) global diversity; (3) working together; (4) independence; (5) reason critical; and (6) creative.²⁵ Dimensions show that Profile Pancasila students do not only focus on cognitive abilities but also attitude and behavior in accordance teak self as the Indonesian nation at the same time as a world citizens.

The sixth dimension is also required to be considered as one an inseparable unit. Profile Pancasila students can manage all stakeholder's interests, notably teachers and students, in carrying out the learning process.

²² Momon Sudarma, *Merdeka Belajar: Menjadi Manusia Otentik* (Jakarta: PTElex Media Komputindo, 2021), 3.

²³ Shofia Hattarina, "Implementasi Kurikulum Merdeka Belajar di Lembaga Pendidikan", *SENASSDRA: Seminar Nasional Sains, Pendidikan, Humaniora*, vol. 1 (2022); 184-181-192.

²⁴ Ana Widyastuti, *Merdeka Belajar dan Implementasinya* (Jakarta: PT Elex Media Komputindo, 2022), iii.

²⁵ Susanti Sufyadi, et.al., *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila dan Budaya Kerja* (Jakarta: Kemendikbudristek, 2021), 2.



Figure 1. Dimensions Profile of Pancasila Students

As a result of activity sort of That very Again will have an impact on belief someone, which then will form awareness, attitude, and behavior, Uchrowi claimed that character development occurs in a spiral, which he referred to as the "Character Spiral." This process began because of foundation belief, which is the basis for the creation of awareness, and awareness creates attitude or view of life and action.²⁶

Draft This has already been implemented in Schools Mover through Activity Learning Extracurricular, Intracurricular, Culture Work Nor School. Students who don't only innovative but own global competition and character and uphold tall Pancasila values are hope exists project profile Pancasila students.²⁷ Profile Pancasila Students is a flagship program launched in the Merdeka curriculum as a form of

²⁶ Zaim Uchrowi, *Karakter Pancasila: Membangun Pribadi dan Bangsa Bermartabat* (Jakarta: Balai Pustaka, 2013), 22.

²⁷ Nugraheni Rachmawati, et.al., "Projek Penguatan Profil Pelajar Pancasila dalam Implementasi Kurikulum Prototipe di Sekolah Penggerak Jenjang Sekolah Dasar", *Basicedu*, vol. 6, no. 3 (Juni, 2022); 3623. 3613-3625.

business to increase quality education through education character.

Students from Pancasila, as shown in the photo below: Principles Key Project Strengthening Profile.

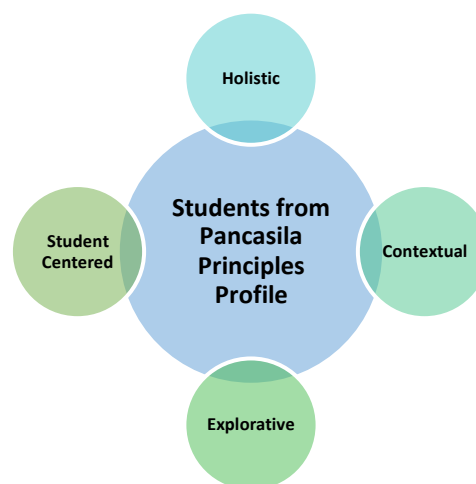


Figure 2. Students from Pancasila Principles Profile²⁸

No one principal was created, but rather, every principal that makes space for everyone in a community school to practice and practice profiling Pancasila kids and creates an ecology for school thought that is open, joyful, and collaborative to learn something new has a significant impact on culture.²⁹

Merdeka Curriculum Implementation at Madrasah Ibtidaiyah

Leave from the Republic of Indonesia's Minister of Religion's Decree No. 347 of 2022 Concerning Guidelines for the Implementation of the Merdeka Curriculum at Madrasah Ibtidaiyah is meant to serve as a guide

²⁸ Suhardi, "Analisis Penerapan Pendidikan Agama Islam dalam Dimensi Profil Pelajar Pancasila", *Journey-Liaison Academia and Society*, vol. 1, no. 1 (April, 2022); 472-473. 468-476.

²⁹ Susanti Sufyadi, et.al., *Panduan Pengembangan Projek Penguatan Profil Pelajar Pancasila dan Budaya Kerja*, 11-12.

and inspiration for others interested in developing curricula that are in line with the requirements and management of madrasah education.

Simply put, the draft from curriculum independent simplifies the curriculum, giving room for creation and flexibility in unit education in management learning. Along with changing dynamic era and uncertainty, essential to renew the system of teaching and learning in madrasah ibtidaiyah. In addition, madrasahs also have to make continuous and capable improvements, make a breakthrough new, and utilize technical information to increase quality service education.³⁰

Different from madrasahs in other nations, the madrasah system in Indonesia has distinctive characteristics. Peculiarity This Can Be Seen At First; many madrasahs can be Found in the Shade Private. Second, Unlike madrasahs in South Asia, where only Permitted Men Enter, women are Free to Enter The Madrasah in Indonesia.³¹ Third, The Madrasah Is a Place Or Means of Implementing the Learning Process In Arabic. Temporarily Therefore.³²

Temporary therefore, madrasahs are taken from the Arabic term “darasa” (درس), which means learn.

Then, the base word changed it is formed using the eating ism *مَدْرَسَةٌ* which means meaning “al maudhi ‘al lati tata’allamu fihi al thullabu” namely; place Study student.³³

The Pancasila student profile must be implemented before the independent curriculum can be understood. The Merdeka curriculum is very relevant to be applied in the current era; in fact, Nadiem predicted that in the future, this curriculum would also be helpful and become the key to the end of education. Of course, madrasahs are also a part of the process of implementing the Merdeka curriculum.³⁴

Government, educators, and students all participate in the same system for arranging, providing, and receiving. According to Carl Rogers, an independent study has five components, including 1) involvement students of active, 2) initiative self, (3) Valuable learning; (4) evaluation learning; and (5) crucial learning.³⁵

Because the process will become the trigger success implementation of the Merdeka curriculum, and because this is what causes independent study to become the basis paradigm system of education, interactions between the instructor, participants in education, and parents are essential in this regard.

³⁰ Kementerian Agama RI, *Keputusan Menteri Agama Republik Indonesia Nomor 347 Tahun 2022 Tentang Pedoman Implementasi Kurikulum Merdeka pada Madrasah* (Jakarta: Dirjenpendis RI, 2022), 6.

³¹ M. Niaz Asadullah dan Maliki, “Madrasah for Girls and Private School for Boys? The Determinants of School Type Choice in Rural and Urban Indonesia”, *International Journal of Educational Development*, vol. 62 (September, 2018); 98. 96-111. <https://doi.org/10.1016/j.ijedudev.2018.02.006>

³² Abuddin Nata, *Sejarah Pendidikan Islam pada Periode Klasik dan Pertengahan* (Jakarta: Rajawali Pers, 2016), 42.

³³ Louwis Ma'luf Al- Yassu'i , *Al- Munjid Fi Al-Laughah Wa Al-Alam* (Dar Al Masyriq , 2002), 21.

³⁴ Sekretariat GTK, “Merdeka Belajar”, *GTK Kemdikbud*, 18 Februari 2020. <https://gtk.kemdikbud.go.id/read-news/merdeka-belajar>

³⁵ Fransiskus Sili, “Merdeka Belajar dalam Perspektif Humanisme Carl R. Roger”, *Jurnal Pendidikan Dasar Perkhasa*, vol. 7, no. 1 (April, 2021); 55. 47-67. DOI: <https://doi.org/10.31932/jpdp.v6i1.533>

Because basically, curriculum independence emphasizes the process and desired results achieved; before it must, There is a firm policy in successful independent study, for example, procedures carried out during the learning and policy process educators who lead to independence alone. See matter the institution, madrasah education must notice the content and source to learn it; however, no go out from principle objective education national That alone.³⁶

To refresh and diversify their curriculum, schools must use transformational curriculum.³⁷

1. Formal education must continue to be evaluated and updated. The Minister of Education and Culture established standards at the national level before expanding them to include common provinces and standard districts/cities.
2. With an emphasis on national interests via PPKN learning, Religious Education, Indonesian Language, Mathematics, and Global Education, education will strengthen the nation.
3. The foundation of the academic curriculum is the development of reading and math abilities to equip students for a lifetime of study.
4. Education's knowledge foundation (eyes lesson) must be upgraded to the minimum needed for practice and implementation through learning themes.
5. Most context curricula in schools use literacy in form prowess life (life skills) in accordance need area. Government areas require provided

³⁶ Nadiroh, Endry Boeriswati, Faisal Madani, *Merdeka Belajar: Dalam Mencapai Indonesia Maju 2045* (Jakarta: UNJ Press, 2020), 85.

³⁷ Sherly, Edy Dharma, dan Humiras Betty Sihombing, "Merdeka Belajar: Kajian Literatur", *Prosiding Konferensi Nasional Pendidikan I* (Juli, 2020); 188.183-190.

power and competence to make curricula.

6. Schools must ensure the curriculum is followed. Schools have the power to establish educational menus that each student can choose from.

Like coins that aren't once integral, the design curriculum should be too customized to the implementation strategy. With consideration for systemic complexity, Kemendikbudristek makes an effort to design a plan implementation Merdeka Curriculum.

Implementation strategy The Merdeka curriculum is also founded on design principles, including simplicity, ease of understanding and implementation, a focus on each student's character and competency, flexibility, alignment, cooperation, observation, observation, investigation, and reporting of results.

It is abundantly clear from the above description that the madrasa must incorporate the following key elements into its implementation strategy: curriculum independence is a choice, the curriculum implementation process entails some stages in learning, and the successful implementation of curriculum independence requires a joint effort from all parties.

Pancasila Student Profile as a New Approach to Character Education

As stated at the beginning of this essay, system education is nothing but a tool for making process and outcome projections in learning. One package in the expression of this, also eligibility system education national finish various existing problems.

Strengthening education character performed in P4 is order ³⁸

³⁸ Kemendiknas, *Pedoman Pelaksanaan Pendidikan Karakter* (Berdasarkan

activities with direction objective specific with method study considered theme challenge For participant educates. Maintaining education character used to approach learning-based project (project-based learning) in implementing P4 in schools.

The 2020–2035 National Education Roadmap, the Sustainable Development Goals, and other publications deemed pertinent to participant education development served as the basis for the formulation of the seven themes included in each desired project conducted in academic units.³⁹

Before beginning a project to strengthen education character in Pancasila students, every instruction unit must assess its readiness. To ensure that the project is carried out according to school conditions, identification is used to map which schools are at which levels, as shown in the image below. There are three stages: stage start, stage development, and step continued.

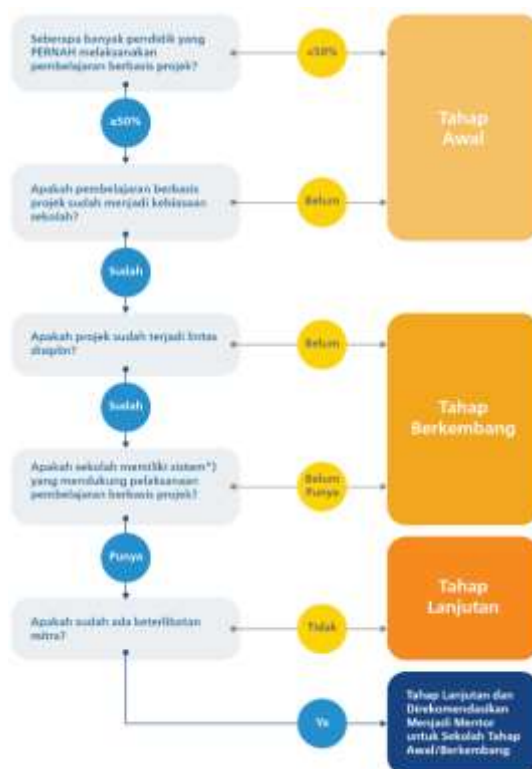


Figure 3. Identification Readiness Education Unit

Allocating time for project implementation strengthens education character in the scheme about 20% (twenty percent) of burden study per year and electing time implementation and payload flexible. Project enhancement education character must refer to success profile Pancasila students agree with phase student in matter achievement, but No need connected.

At least two themes or two main projects in One year were implemented in a manner integrated from grades 1 to 6 that became a condition in increasing education character on profile student Pancasila at the SD and MI. If development character is integrated into material learning in the 2013 curriculum, then there are also projects in One year for

Pengalaman di Satuan Pendidikan Rintisan) (Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum dan Perbukuan, 2021), 21.

³⁹ Daniel Zuchron, *Tunas Pancasila* (Jakarta: DITPSD Kemendikbudristek, 2021), 65.

curriculum a must prototype related to dimensions profile student Pancasila.⁴⁰

Here, the teacher's role is to act as a figure facilitator for the students in the process of problem identification, a problem taken from the contextual challenge application Profile Pancasila students, then teachers and students make a project in a way that is supported by a schedule that has been agreed upon before continuing to stage implementation, and finally, teachers and students give results for evaluation, which then functions as form reflection in progress in the future.

Teachers should also possess power and creativity tall in teaching and give practical knowledge daily. Teachers should play a role in the learning process, not just do transfusion science. Teachers must become figure facilitators in increasing the performance of academic students; this aligned with objective, independent study create learning tough in the future.

On the other hand, the teacher must become a role model and agent of transformation for ecosystem education, at least impact other teachers and the environment school is even capable of collaborating with parents and other capable communities to develop schools. Holistically, the teacher must be capable of pushing growing flower students; this is important for teachers to do so; the teacher will focus on the specified curriculum, the learning

process, and the results achieved by students.

Pancasila Student Profile Success; Indicators and Problems

Experienced author, Still Lots discovered that teachers stay in the "comfort zone" and only teach to use up content curricular while ignoring cognitive level, the differences in character learners, and context-relevant learning. Regardless of real-world issues, such as negligence in creating generation goals, they ignore the cognitive level, differences in learners character, and context-relevant learning.

Leave behind If connected with condition competence and character participant study in Indonesia. According to the Program for International Student Assessment (PISA), in the category of ability to read, Indonesia occupies the 74th spot out of 79 countries, while in the types of exam ability in mathematics and science, Indonesia occupies the 73rd and 71st spots, respectively.⁴¹

PISA scores from 2018 show that 71% of Indonesian students prefer "pattern think that yet evolve" to "pattern think For growing" Temporarily from facet character, 41% of Indonesian children were reported experiencing bullying many times each month. The bad news is that children who are often bullied have 21 points more low in reading and 21 points lower in math than their peers who do not experience bullying as often.

⁴⁰ Shalahudin Ismail, Suhana, dan Qiqi Yuliati Zakiah, "Analisis Kebijakan Penguatan Pendidikan Karakter dalam Mewujudkan Pelajar Pancasila di Sekolah", *JMPIS: Jurnal Manajemen Pendidikan dan Ilmu Sosial*, vol. 2, no. 1 (Januari, 2021); 80. 76-84.

⁴¹ La Hewi dan Muh Shaleh, "Refleksi Hasil PISA (*The Programme for International Student Assessment*): Upaya Perbaikan Bertumpu pada Pendidikan Anak Usia Dini", *Jurnal Golden Age*, vol. 4, no. 1 (Juli, 2020); 31. 30-41. DOI: <https://doi.org/10.29408/goldenage.v4i01.2018>

There are seven measures of program success that students should look for in Pancasila profile:⁴²

Table 1. Pancasila Student Profile Success Indicators

Stage	Indicator
Have faith and fear in Almighty God-Esa and morals, glorious	<ul style="list-style-type: none"> ▪ Morals are religious. ▪ Morals are personal. ▪ Morals to humans. ▪ Morals to nature. ▪ Morals state.
Global Diversity	<ul style="list-style-type: none"> ▪ Recognize and appreciate culture. ▪ Communication and interaction between cultures. ▪ Reflection and responsibility answer to experience diversity. ▪ Fair social.
Collaborate	<ul style="list-style-type: none"> ▪ Collaboration, caring, and sharing.
Independent	<ul style="list-style-type: none"> ▪ Awareness self. ▪ Regulation self.
Reasoned Critical	<ul style="list-style-type: none"> ▪ Obtain and process information and ideas. ▪ Analyze and evaluate reasoning and procedures. ▪ Reflection thoughts and thought processes.
Creative	<ul style="list-style-type: none"> ▪ Produce original ideas. ▪ Produce original works and actions.

Implementing Strategi Pancasila Student Profile

The most effective strategy out of everything is to shift the demanding paradigm for transformational learning. Many strategies can be employed, even generated by each education unit. In this article, the

⁴² Marinda Sari Sofiyana, et.al., *PANCASILA: Merdeka Belajar dan Kemerdekaan Pendidik*, 216-217.

author will discuss what designs may be adapted and developed in the madrasah setting.

Pancasila student easy implementation approach profile draft:

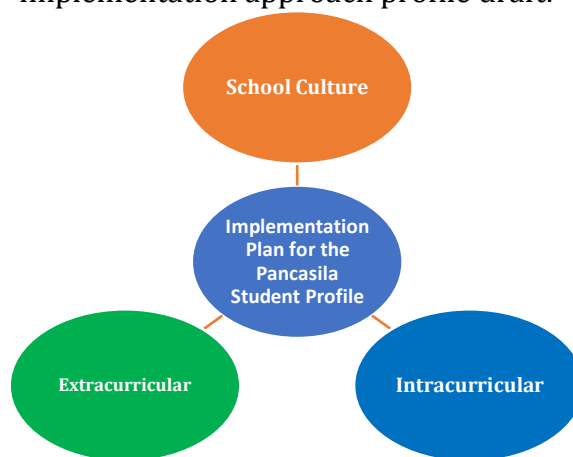


Figure 4. Implementation Plan for the Pancasila Student Profile

This technique focuses on learning-based projects but does not stray from the Pancasila students' profile dimensions alone. Projects are created for students who can conduct investigations, solve problems, and make decisions.

The Madrasah Ibtidaiyah level extracurricular program often consists of eye lessons (and topics) that are routinely carried out by the instructor and based on the learning plan developed throughout one semester or even one year of teaching.

Changes to the current extracurricular program bleeding meat in portions of big schools is a complicated method to implement, whereas learning outside of class requires student-centered learning strategies where teachers do not fully control processes and phases of learning. Additionally, learning outside of the course requires a less formal environment and avoiding activity routines.

With informal environment learning, students must own power

pull and passion in following activity learning this model. Exercise this potentially strengthens character and competencies in Pancasila's Students Profile. Activity this typically becomes reviewer from learning extracurricular.

Co-curricular activities not focused on teaching lessons provide opportunities for learning-based projects to be implemented.

CONCLUSION

To implement P4 in Madrasah Ibtidaiyah, there are three stages in identifying the Madrasah determining readiness for an implementation-based project, namely: stage start, stage development, and settings continued. First, the concept curriculum independent in strengthening education character use an approach learning based project (project-based learning).

Second, there are three phases of tactics that may be established and modified for the madrasah environment: enhancing the school's existing culture, setting a new culture, and implementing a project profile student school activity that is neither extracurricular nor curricular.

The fact that it is not incontestable if the madrasa does not as soon as do transformation in the learning process or even change the paradigm study; students will experience possible acceleration, so they deviate from Pancasila values. On top of that, some transformations compulsory madrasah education conducted by all madrasahs in Indonesia.

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