

Application of the Independent Curriculum in Character Building Pancasila Student Profile

Nadlrah Naimi^{1*}, Azizah^{2*}, Dilla Gresika Bintri³, Herlina⁴ 

¹Islamic Education, Universitas Muhammadiyah Sumatera Utara, Medan, Indonesia.

^{2,3,4}Primary Teacher Education, Tadulako University, Palu, Indonesia

ARTICLE INFO

Article history:

Received May 29, 2024

Accepted June 10, 2024

Available online July 25, 2024

Kata Kunci:

Kurikulum Merdeka,
Pembentukan Karakter, Profil
Pelajar Pancasila

Keywords:

Independent Curriculum,
Character Building, Pancasila
Student Profile



This is an open access article under the
[CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2024 by Author. Published by
Universitas Pendidikan Ganesha.

ABSTRAK

Penelitian ini dilatarbelakangi oleh belum maksimalnya penerapan kurikulum merdeka, terutama dalam metode pembelajaran berdiferensiasi. Tujuan penelitian ini adalah mendeskripsikan penerapan kurikulum merdeka dalam pembentukan karakter profil pelajar Pancasila pada siswa kelas IV SD Inpres Bumi Sagu menggunakan enam indikator dimensi profil pelajar Pancasila. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Subjek penelitian adalah kepala sekolah, wali kelas IV, dan siswa kelas IV SD Inpres Bumi Sagu. Data dikumpulkan melalui observasi, wawancara, angket, dan dokumentasi, lalu dianalisis dengan teknik triangulasi data. Hasil penelitian menunjukkan penerapan kurikulum merdeka efektif dalam membentuk karakter siswa. Sebagian besar siswa berada pada kategori baik dalam dimensi beriman dan berakhlak mulia (53,3%), berkebhinekaan global (46,6%), bergotong royong (56,6%), mandiri (33,3%), kreatif (46,6%), dan bernalar kritis (50%). Penerapan kurikulum ini tidak hanya meningkatkan motivasi dan potensi siswa, tetapi juga membentuk karakter mereka menjadi anak-anak yang pintar dan disiplin. Hasil ini mengimplikasikan bahwa kurikulum merdeka dapat membentuk Profile Pelajar Pancasila.

ABSTRACT

Independent curriculum, especially in differentiated learning methods. The aim of this research is to describe the application of the independent curriculum in forming the character profile of Pancasila students in class IV students at SD Inpres Bumi Sagu using six indicators of the dimensions of the Pancasila student profile. This research uses a qualitative method with a descriptive approach. The research subjects were the principal, class IV homeroom teacher, and class IV students at SD Inpres Bumi Sagu. Data was collected through observation, interviews, questionnaires and documentation, then analyzed using data triangulation techniques. The research results show that the implementation of the independent curriculum is effective in shaping student character. Most students are in the good category in the dimensions of faith and noble character (53.3%), global diversity (46.6%), working together (56.6%), independent (33.3%), creative (46, 6%), and critical reasoning (50%). The implementation of this curriculum not only increases students' motivation and potential, but also shapes their character into smart and disciplined children. These results imply that the independent curriculum can form a Pancasila Student Profile.

1. INTRODUCTION

Education is the most important thing for the progress of a nation, because with education all people in the nation will have commendable morals, personality and behavior. A nation that has the highest level of education will become a mature nation and be able to overcome various kinds of problems (Destiyani, 2021). Along with the rapid development of the times, there are many challenges and changes that occur in life, including education in Indonesia which is also experiencing rapid development. Bisri & Safarudin in Nuril Lubaba & Alfiansyah (2022), argue that Indonesia has gone through various processes of educational development, one of which is curriculum development. The curriculum itself is the lifeblood of education (Huda, 2017). The curriculum change policy that occurred in Indonesia is the government's effort to prepare students to grow into quality individuals who are ready to face the challenges of the 21st century. (Khairiyah & Asmara, 2023). Through the curriculum it is hoped that

educational success will be created, [\(Nuril Lubaba & Alfiansyah, 2022\)](#). To achieve success in education apart from a good curriculum, all components in education must be interrelated with each other. The curriculum is one of the components in the education system, so it can be said that education and curriculum are inseparable. The curriculum becomes a guideline that will provide direction in carrying out the educational process, especially in formal educational institutions because without a curriculum, the educational process will not be well directed. The curriculum determines the activities of the educational process in the form of learning activities, everything is determined in the curriculum with a number of adaptations and variations. All national curricula are designed based on the same foundation, namely Pancasila and the 1945 Constitution. The differences are in the main emphasis of educational goals and approaches to realizing them. [\(Wahyuni, 2015\)](#). The Ministry of Education, Culture, Research and Technology led by Nadiem Makarim changed and established the Merdeka Curriculum as a refinement of the 2013 curriculum on December 10 2019, [\(Rahmadayanti & Hartoyo, 2022\)](#). The government has started to implement the independent learning curriculum since 2022. This curriculum aims to simplify the previous curriculum which seemed complicated and could not meet the competency achievements of students. The Independent Curriculum is a form of educational development that is adapted to various developments occurring in society [\(Marisa, 2020\)](#). The Merdeka Curriculum was designed as a manifestation of the ideals proclaimed by Ki Hajar Dewantara, that through an independent learning process by giving students the freedom to learn independently and creatively, an independent character will also be formed. [\(Fitriyah & Wardani, 2022\)](#). According to Ki Hajar Dewantara, independent education means deliberate efforts to promote the growth of character (feeling, mind, spirit) and the child's body through teaching, example and habituation, not accompanied by orders and coercion. [\(Rahayuningsih, 2021\)](#). So the educational process implemented in the independent curriculum must be liberating. In implementing the independent curriculum, all schools in Indonesia do not implement it simultaneously because it refers to policies that give schools freedom in implementing the curriculum. The implementation of the independent curriculum is designed to realize the character of the Pancasila student profile. The formation of the Pancasila student character profile is very relevant to be integrated into the independent curriculum so that it can foster cultural values in Indonesia and Pancasila which is the basis of the Republic of Indonesia. [\(Jayanti et al., 2021\)](#). Pancasila is the most appropriate word to summarize all the characters and competencies that every student is expected to have. Pancasila contains the characters of Indonesian society as stated in the Pancasila student profile. Apart from that, the values contained in Pancasila are in accordance with the character and competencies of the 21st century recommended by the global community, [\(Irawati dkk. n.d., 2022\)](#).

Statement issued by [Kemdikbud \(2021\)](#) namely the advantage of an independent curriculum that focuses on essential material and developing student competencies in each phase so that students can learn more deeply, meaningfully and enjoyably, without being rushed. Learning is much more relevant and interactive through project activities and provides wider opportunities for students to actively explore actual issues such as environmental issues, health and others to support the development of the character and competency profile of Pancasila Students. In this independent learning curriculum, students can choose learning materials, teachers have more freedom to choose teaching methods and tools in the teaching and learning process, and schools can adapt to their abilities as well as facilities and infrastructure according to school conditions. This is in line with opinion [Rahmadayanti & Hartoyo \(2022\)](#). The Independent Curriculum provides freedom and is centered on students, teachers and schools are free to determine appropriate learning. The Merdeka Curriculum carries the concept of "Freedom to Learn" which is different from the 2013 curriculum. In the Merdeka Curriculum there is no longer a demand for achieving a minimum completeness score, but emphasizes quality learning in order to create quality students, with the character of a Pancasila student profile, who have competence as Indonesian human resources who are ready to face global challenges. [\(Rahmadayanti & Hartoyo, 2022\)](#). The Pancasila student profile is realized through six dimensions, namely having noble character, independence, critical reasoning, creativity, mutual cooperation and global diversity. [\(Martanti dkk, 2022\)](#). Through these six dimensions, it is hoped that the character of the Pancasila spirit can be embedded in students. Character education is a human activity in which there are educational action efforts aimed at the nation's future generations [\(Enny Rahayu, 2023\)](#). The increasing sophistication of information technology is making the world of education increasingly modern and adapting to globalization. Behind this increasingly rapid era of change, problems have emerged, namely the decline in the character of the younger generation, which is increasingly worrying because they are considered to be deviating far from the values that live in Indonesia. The assistance of all components of society is needed to create the communication system required by a character-based education system [\(Melyani Sari Sitepu, 2021\)](#). In the 20th century, students are required to have character values which include the components of knowledge, awareness, will and follow-up in implementing these values, but in reality the required character values are not realized well

because the participants students are not yet able to apply it in everyday life, (Kholifah, 2020). So the role of the teacher here is very important in educating and forming the character of students in the world of education so that the required character values can be realized in everyday life. (Kiska et al., 2023). Therefore, the independent learning curriculum is related to how an educator is able to convey lesson material by linking it to the formation of students' character. (Marisa, 2020). Character education has now become a major educational issue. Apart from being part of the process of forming the morals of the nation's children, character education is also expected to be the main foundation for the success of students' education, especially in this country. (Destiyani, 2021). National character education is the development of values in cultural education and national characteristics that are based on religion and Pancasila, because Indonesia is a religious nation. This Pancasila Student Profile is one of the government's efforts to internalize Pancasila values in society through education, (Susilawati et al., 2021).

Suryaman (in Nuril Lubaba & Alfiansyah, 2022) believes that in 2022 schools can choose a curriculum that suits school conditions which can be used as an option in the context of independent learning. One of the elementary schools that has implemented the independent curriculum is SD Inpres Bumi Sago. Based on the results of interviews from initial observations with the principal of SD Inpres Bumi Sago, it was stated that the independent curriculum was implemented in class I and Class IV. This is proven by the use of teaching modules and ATP in learning planning. The implementation of the independent curriculum is a new policy which of course has obstacles and limitations in implementing it. The obstacles they face in implementing the independent curriculum are differentiated learning methods that are not optimal and strengthening the Pancasila student profile is not working as expected and of course has an impact on the formation of students' character. The problems at SD Inpres Bumi Sago have similarities with research conducted by Nuril Lubaba & Alfiansyah (2022). What this research has in common is that they both conduct research on the profile of Pancasila students in forming the character of students. This research aims to determine the strategies used by teachers in implementing the Pancasila student profile in order to shape the students' character. From the results of research conducted by researchers, teachers have implemented the strategy well. This is proven by the existence of subject grade data and documentation of student activities. In order to successfully implement this strategy, teachers must be creative in designing learning. Apart from the role of the teacher, the family and social environment also play a role in forming the character of students. Other similar research was also carried out by (Kiska et al., 2023), about the role of the Pancasila student profile in shaping the character of students. The difference between this research and previous research lies in the dimensions of the Pancasila student profile where researchers conducted research on the character dimensions of faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning and creativity. The aim of this research was to analyze the application of the independent curriculum in forming the character profile of Pancasila students in the character dimensions of faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning and creativity. This type of research is descriptive qualitative with the data collection techniques used are observation, interviews and documentation. The formation of the Pancasila profile character dimensions described above differentiates this research from previous research. The application of the independent curriculum in forming Pancasila student profiles through the dimensions of several characters is what really supports the development of students. How teachers apply the independent curriculum in forming students' character is the basis for researchers to conduct research. Based on the description above, the researcher is interested in discussing it in research entitled "Analysis of the Implementation of the Independent Curriculum in Forming the Character Profile of Pancasila Students for Class IV Students at SD Inpres Bumi Sago".

2. METHOD

This research is a type of qualitative research with a qualitative descriptive approach. This research method was chosen because the researcher wanted to obtain data that could describe the application of the independent curriculum in the formation of the Pancasila student character profile of students in real terms in the research. The location of this research was carried out at SD Inpres Bumi Sago, East Besusu Village, East Palu District, Palu City, Central Sulawesi Province. This research was carried out in the even semester, 2023/2024 academic year, namely in March 2024. The research subjects in this study were the Principal, Class IV Teacher and Class IV Students at SD Inpres Bumi Sago, totaling 32 students. In this research, researchers used a qualitative research design with a descriptive approach, where the data collected was not in the form of numbers, but data that came from observation scripts, interviews, questionnaires and supporting documents. The aim of the researcher using a qualitative approach is so that the researcher can describe the application of the independent curriculum in the

formation of students' Pancasila student character profiles. Data collection in this research used observation sheets to observe the process of implementing the independent curriculum in forming the character profile of Pancasila students carried out by teachers and class IV students, structured interviews using interview guidelines and guided questions asked to the resource persons. The resource persons for this interview activity were the principal and homeroom teacher of class IV SD Inpres Bumi Sago. Next, the questionnaire was filled out by class IV students at SD Inpres Bumi Sago to obtain data on the implementation of the independent curriculum in forming the character profile of Pancasila students for class IV students. The documentation required in this research is some documentation related to the teaching modules that have been prepared, the teaching materials used, the implementation of the independent curriculum, student work displayed in the classroom, and documentation of research activities. Data analysis in this research is data reduction, data presentation, and concluding. The indicators for the Pancasila student profile character questionnaire are as shown in the table below

Table 1. Pancasila profile character indicators

Aspec	Indikator
Have faith, be devoted to God Almighty, and have noble character	a. Religious morals b. Personal Morals c. Morals towards humans d. Morals towards nature e. State morals
Global diversity	a. Get to know and appreciate culture b. Intercultural communication skills in interacting with others c. Reflection and responsibility for the experience of diversity
Worked together	a. Collaboration b. Concern c. Share
Independent	a. Awareness of yourself and the situation you are facing Self-regulation
Creative	a. Generate original ideas b. Produce original work and actions
Critical Thinking	a. Obtain and process information and ideas b. Analyze and evaluate reasoning c. Reflecting on thoughts and thought processes d. Make decisions

3. RESULT AND DISCUSSION

Result

A. Description of Research Location

This research was carried out at SD Inpres Bumi Sago which is located on Jln. Lt. Gen. Soeprapto No.55, East Besusu Village, East Palu District, Palu City, Central Sulawesi Province. The land ownership status is owned by SD Inpres Bumi Sago, with a land area of 2,768 M2. In general, the condition of the school is quite easy to find and easy for students to reach. Inpres Bumi Sago Elementary School is led by the Principal, Mrs. Olvi Lenda Langkun, S.Pd and there are 19 teaching staff at this school, and the class IV teacher is Mrs. Wulan Sari S.Pd. There are 30 class IV students and the total number of students at SD Inpres Bumi Sago is 270 students. This school has students from different ethnicities, cultures and religions. Even though there are differences, it does not make them enemies of each other, in fact this can shape their character to respect and respect each other's differences. Based on the results of a joint interview with the principal and class IV teacher at SD Inpres Bumi Sago, it was stated that previously this school only used 1 curriculum, namely the 2013 curriculum, but since the 2022/2023 school year, SD Inpres Bumi Sago has used 2 curricula, namely the independent curriculum. used in grades I and IV, while the 2013 curriculum is used in grades II, III, V, and VI. The reason this school only applies the independent learning curriculum in grades 1 and 4 is because implementing or implementing the independent learning curriculum requires a process and stages that cannot be implemented immediately, so for the other classes the independent curriculum is used as a companion curriculum. This school applies the 6

dimensions of the Pancasila student profile in the independent curriculum, namely, faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, creativity and critical reasoning for all students. This school provides facilities and infrastructure that influence the process of achieving learning objectives, including: 12 classrooms, 1 library room, 1 principal's room, 1 teacher's room, 2 prayer rooms, 1 UKS room, 3 toilets, 1 warehouse, 1 sports ground, and 1 administrative room.

B. Application of the Merdeka Curriculum in Character Formation of Pancasila Student Profiles for Class IV Students at SD Inpres Bumi Sago

Based on the results of data collection carried out on March 5-8 2024, it was found that the application of the independent curriculum in forming the character profile of Pancasila students in class IV SD Inpres Bumi Sagu, the Pancasila student profile indicators measured in this research are; (1) Faith, devotion to God Almighty, and noble character, (2) Independence, (3) Working together, (4) Global diversity, (5) Critical reasoning, (6) Creative. Data on the application of the independent curriculum in forming the character profile of Pancasila students in class IV of SD Inpres Bumi Sagu was obtained from various methods including observation, interviews, questionnaires and documentation. In accordance with the results of interviews with Mrs. Olvi Lenda Langkun, S.Pd as a school principal and Mrs. Wulan Sari, S.Pd as the fourth grade teacher at SD Inpres Bumi Sagu stated that, character education must be implemented from an early age because why do we have knowledge if we don't civilized. So, at SD Inpres Bumi Sago, character education must be included in learning, to avoid bad character traits in children. If character education is only implemented when the child is an adult, it will be very difficult. Therefore, character education must be taught as early as possible, so that children know which characters are worth following and which characters are not worth following. Character formation is not only the task of teachers at school, but the role of parents in forming children's character is also very much needed because children spend more time at home than at school. So cooperation between teachers, parents and all school members is needed in the process of forming children's character.

The implementation of the independent curriculum at SD Inpres Bumi Sagu has been implemented since the 2022/2023 school year. Based on the results of the interview, it was stated that the application of the independent learning curriculum can shape the character of students in accordance with the values of Pancasila because with the dimensions of the Pancasila student profile in the independent learning curriculum and P5 (Strengthening the Pancasila Student Profile Project) it can form the character of students who in accordance with Pancasila values. P5 (Strengthening Pancasila Student Profile Project) is used as a learning tool that encourages students to act competently, have character and act in accordance with Pancasila values. so that from the beginning of learning, students' character has been formed, such as praying before and after learning, critical reasoning, creativity, working together, global diversity and independence. SD Inpres Bumi Sagu applies the 6 dimensions of the Pancasila student profile, but in one lesson the class IV teacher usually only applies 4 dimensions because it adapts to the subject. In the independent curriculum, students are not required to achieve KKM scores like the previous curriculum, so why is this curriculum called the independent curriculum because the learning process in it is fun and gives freedom to facilitators to develop, manage the curriculum, and determine a learning system that suits students' needs which is of course based on the initial assessment that has been carried out. Students are also given the freedom to choose subjects they are interested in according to their competencies. So that students can focus on essential material according to the student's level of competency in each phase, and students do not need to rush to master a subject. That way the learning process will take place in a fun, deep and meaningful way. So that in the independent curriculum students are more active in the learning process compared to the previous curriculum. The advantages of an independent curriculum in terms of assessment and learning content are more in favor of students so that teachers only act as facilitators. The application of differentiated learning is very influential in forming the character of students because from differentiated learning students can feel more valued, appreciated, guided, and they do not experience difficulties in learning. The class IV homeroom teacher implements differentiated learning in the classroom by dividing students' tasks according to their respective abilities. There are 30 students in class IV at SD Inpres Bumi Sago and of this number there are 5 students who have below average abilities. So when doing the assignment, the homeroom teacher calls the 5 students one by one and explains what assignment will be done according to their abilities. This makes students not feel difficult in the learning process and actually makes them more enthusiastic about learning and can shape their character. With the development of increasingly modern times, of course there is a role for technology used in the learning process, the aim of which is to shape the character of students in accordance with the Pancasila student profile. In accordance with the results of observations and interviews, the technology-based learning media used by class IV homeroom teachers are laptops, LCD projectors, speakers, mics, and social media such as WhatsApp. According to Mrs. Wulan Sari, S.Pd, the

role of technology is very helpful in forming the character of students who are in accordance with the Pancasila student profile, such as critical and creative reasoning. The results of the questionnaire regarding the application of the independent curriculum in forming the character profile of Pancasila students in class IV of SD Inpres Bumi Sagu are presented in the following table.

Table 2. Application of the Independent Curriculum in Character Building Pancasila Student Profile of Grade IV Students of SD Inpres Bumi Sagu

No	Indicators	Category	Number of students	Percentage
1.	Have faith, devotion to God Almighty, and have a noble character	Excellent	1	3,3%
		Good	16	53,3%
		Enough	13	43,3%
2.	Global diversity	Good	14	46,6%
		Enough	15	50%
		Not Good	1	3,3%
3.	Working together	Good	17	56,6%
		Enough	13	43,3%
4.	Self-sufficient	Excellent	6	20%
		Good	10	33,3%
		Enough	13	43,3%
		Not Good	1	3,3%
5.	Creative	Excellent	3	10%
		Good	14	46,6%
		Enough	13	43,3%
6.	Critical reasoning	Excellent	4	13,3%
		Good	15	50%
		Enough	10	33,3%
		Not Good	1	3,3%

Based on the methods of collecting data in the field, the results of implementing the independent curriculum in forming the character profile of Pancasila students in class IV of SD Inpres Bumi Sagu can be described. In terms of indicators of faith, devotion to God Almighty and noble character, class IV students are in 3 categories. This is in accordance with table 4.1 which states that 1 student (3.3%) is categorized as very good, 16 students (53.3%) is categorized as good, and 13 students (43.3%) is categorized as fair. From the results of the data analysis above, it can be seen that the character of faith, devotion to God Almighty, and noble character are dimensions that are often applied by class IV homeroom teachers in the classroom. The implementation of this character is carried out by the teacher starting by giving greetings when entering the class then praying before and after the learning process as a form of gratitude for the opportunity given in the learning process and also asking for the wisdom of God Almighty's protection so that the learning process goes well. The fourth grade teacher at SD Inpres Bumi Sagu always teaches them that everything we do is God watching and each of us has different beliefs, so we have to respect each other and apologize when we make mistakes. Little things like this should be applied to children from an early age so that they can form children's character that is much better and in accordance with Pancasila values. In this activity, based on the results of questionnaires and observations, it was stated that the teacher and all class 4 students carried out this activity. Inpres Bumi Sagu Elementary School provides room facilities that are used by the school community as a place of worship and at this school we also implement clean Wednesdays and Fridays which are held every Wednesday and Friday morning before the learning process begins. Based on the results of the interview, there are several examples of activities from the implementation of the independent curriculum in forming the character profile of Pancasila students which are implemented in the SD Inpres Bumi Sagu school environment, namely carrying out Imtaq, dhikr, prayer, worship every Friday for Christians, worship for Hindus which is carried out together. with students at SDN 15 Palu. In this competency, some students already have characters that are in accordance with the character formation assessment indicators. In implementing the independent curriculum, of course there is something called a project to strengthen the profile of Pancasila students (P5) whose aim is as a means of achieving a profile of Pancasila students which is expected to provide opportunities for students to learn from the surrounding environment and also as a process of strengthening character. There are 3 project activities to strengthen the profile of Pancasila students that have been carried out by class IV of SD Inpres Bumi Sagu, namely, an Al-Qur'an reading competition, the use of used drinking glass waste to be used as ornamental plant pots, and the making of ecobricks from

plastic waste to be used as tables. and a chair in the reading corner. So that from this activity students' character can also be formed, namely loving the environment, maintaining cleanliness, being creative, and students can use used goods to become something of value. The Global Diversity Indicator shows that class IV students are in 3 categories. This is in accordance with table 4.1 which states that 14 students (46.6%) are categorized as good, 15 students (50%) are categorized as fair, and 1 student (3.3%) is categorized as poor. From the results of the data analysis it can be seen that there are more students who are categorized as good than students who are in the good category. From the results of the questionnaire it can be seen that some students do not know dances from their respective regions, they still like watching films on TV compared to watching regional arts performances, and there are still some students who choose to only make friends with friends who come from the same area as them. So, teachers must be more creative in the learning process in order to foster a spirit of global diversity in students. By having a spirit of global diversity, it is hoped that students will not lose their diverse national identity. Students at SD Inpres Bumi Sago, especially class IV, come from different religions, ethnicities, races and cultures. The existence of differences can shape their characters to respect and love each other's differences, such as the meaning of *Bhinneka Tunggal Ika*, namely different but still one. It is hoped that the Pancasila student profile generation will become a generation that grows up respecting its own culture and does not shut out influences from the outside world. In accordance with the results of the interview with the class IV teacher, it was stated that in implementing the project to strengthen the profile of Pancasila students (P5), the class teacher together with the class IV students had held traditional dance activities. This activity can shape the character of students who love, respect and preserve the cultural diversity that exists in Indonesia.

In the mutual cooperation indicator, class IV students are in 2 categories. This is in accordance with table 4.1 which states that 17 students (56.6%) were categorized as good, and 13 students (43.3%) were categorized as fair. Where the indicators for assessing student character formation include collaboration, caring and sharing. In accordance with the results of observations made by researchers, it shows that the mutual cooperation attitude of class IV students at SD Inpres Bumi Sago is quite good. Students have a schedule for cleaning the class which has been arranged fairly by the homeroom teacher. When the learning process is finished before going home they have to clean the class first, there are students whose job it is to tidy up chairs and tables, there are those who sweep, water the plants, and there are also students who have the task of throwing away rubbish, so that there is good cooperation and mutual cooperation between students and can form student characters that match the profile of Pancasila students. Based on the results of the data analysis that has been obtained, it is stated that the independent indicators for class IV students are in 4 categories. This is in accordance with table 4.1 which states that 6 students (20%) are categorized as very good, 10 students (33.3%) are categorized as good, 13 students (43.3%) are categorized as fair, and 1 student (3.3%) is categorized as poor. From the results of the data analysis, it can be seen that there are more students who fall into the moderate category than students who fall into the good category, this is because there are still some students who do their homework at school. So, teachers must be more strict so that no students do homework at school. Independent students are students who are able to take responsibility for the process and results of their learning. If you look at questionnaire numbers 1-5 filled in by students, it is clear that on average class IV students complete the assignments given by the teacher on time and do it without the help of other people, and some students are able to manage their time for sleeping, waking up, play and learn. This shows that the students' independent character has begun to form well.

The results of the analysis of the data obtained state that the creative indicators for class IV students are in 3 categories. This is in accordance with table 4.1 which states that 3 students (10%) are categorized as very good, 14 students (46.6%) are categorized as good, and 13 students (43.3%) are categorized as fair. People who have high creativity tend to be able to generate ideas or solve problems that occur around them, so Pancasila students need to have a creative attitude. Today's young generation is challenged to be more creative and able to produce innovations that are beneficial not only for themselves but also for others. Based on the results of observations, interviews, questionnaires and documentation, it shows that class IV teachers and students use used items to make something of value that can be displayed in the classroom. There are several examples of using used goods to make decorations in class IV, namely, flowers from plastic bags and used drink bottles, decorative flower pots from ice cream sticks and straws, clock decorations from pieces of cardboard, flower pots from used drink bottles, and making ecobricks to be used as tables and chairs in the reading corner. So this can form the character of students who are creative and love the environment. The last indicator is the critical reasoning indicator. Based on the results of the data analysis that has been obtained, it is stated that the critical reasoning indicators for class IV students are in 4 categories. This is in accordance with table 4.1 which states that 4 students (13.3%) are categorized as very good, 15 students (50%) are categorized as

good, 10 students (33.3%) are categorized as fair, and 1 student (3.3%) is categorized as poor. Critical thinking skills can be seen from the attitude of students who are active and have high curiosity. Some class IV students are quite active in the learning process, they are very enthusiastic about asking and answering every question given by the teacher. With the development of very modern technology, of course we can easily see information or news that is currently happening, but behind it all we have to be more thorough and careful in processing this information and news because there is so much fake news. or what we often know as hoax news, so that from an early age children must adopt the character of critical reasoning. If we look at questionnaires number 1 and 3 filled in by students, it is stated that some students have read information and news from trusted media, but there are still some class IV students who simply believe the news and information circulating without finding out the truth.

C. Obstacles Encountered by Teachers When Implementing the Independent Curriculum at SD Inpres Bumi Sagu

After obtaining an overview of the implementation of the independent curriculum in forming the character profile of Pancasila students in class IV of SD Inpres Bumi Sagu, it was found that there were several obstacles or constraints experienced by teachers in implementing the independent curriculum which refers to the results of interviews with the principal and class IV homeroom teacher, namely that it was not yet optimal. class teacher's knowledge about the administration of the independent curriculum which is caused by the lack of workshops on the independent curriculum. Then, there is a lack of time to implement differentiated learning, because the homeroom teacher has to provide different explanations to the two learning categories of children with above average abilities and children with below average abilities. Children with below average abilities must receive more attention and as a facilitator must provide two different LKPD

Discussion

This research was carried out at SD Inpres Bumi Sagu, this research aims to determine the application of the independent curriculum in forming the character profile of Pancasila students in class IV of SD Inpres Bumi Sagu, the research subjects are the principal, class IV homeroom teacher, class IV students. In obtaining research results, researchers used 4 data collection techniques, namely observation, interviews, questionnaires and documentation. Observations regarding facilities and learning processes in the classroom by the homeroom teacher and class IV students. The interview asked several questions to the principal and class IV homeroom teacher regarding the implementation of the independent curriculum in forming the character profile of Pancasila students. The questionnaire was filled out by students to find out the extent to which the independent curriculum was implemented in forming the character profile of Pancasila students. Documentation is carried out by taking pictures or photos during research. Based on the results of data analysis, it was found that in the indicators of the dimensions of faith, devotion to God Almighty, and noble character, students can behave in accordance with the assessment indicators, namely religious morals, personal morals, morals towards humans, morals towards nature, and state morals, such as say greetings when entering class, and start and end learning with prayer. The results of this research are in line with this opinion [Ibad, n.d. \(2022\)](#), that an Indonesian student who has faith, is devoted to God Almighty and has noble character is a student who behaves well in relation to God Almighty. He understands religious teachings and beliefs and applies this understanding in his daily life

The results for the global diversity dimension can be seen that there are more students who are categorized as good than students who are in the good category, in the sense that there is still a need to improve the character formation of students, such as introducing regional dances and existing cultures more often. in Indonesia in order to foster a spirit of global diversity in students. The results of this research are in line with the results of research conducted by [_ \(Ghozali, 2020\)](#) The third indicator is mutual cooperation. Mutual cooperation is the ability to implement a voluntary attitude in carrying out activities carried out together so that they can run smoothly, easily and easily. Based on the results of data analysis, it was found that the mutual cooperation indicator still needs to be improved in children's character formation, such as holding activities that can improve students' mutual cooperation attitudes. The results of this mutual cooperation indicator are in line with research conducted by [_ \(Desti Mulyani, 2020\)](#) that the teacher's strategy in instilling the character of mutual cooperation is to give direct examples to students, giving rewards in the form of praise so that the spirit of mutual cooperation in students is in line with the goals of education at school. The fourth indicator is independence. Independent students are students who are responsible for the process and results of their learning. The research results show that there are more students who fall into the fair category compared to students who fall into the good category, so it is necessary to improve children's independent character both at school and

at home. Improving independent character can be done in the way that has been done by [\(Husna, 2017\)](#) Students can be invited to be involved in activities to create a school situation that builds student independence and creates a classroom atmosphere that provides opportunities for students to learn independently. Apart from activities in the classroom, there are also activities outside the classroom, as well as extracurricular activities that train students' independence such as outbound and HW

The fifth indicator is creativity. Creative students are able to modify and produce something original, meaningful, useful and impactful, (Ibad, n.d.-b). Based on the results of data analysis, it was found that on the creative indicator, students can use used goods to become something of value and can be displayed in the classroom. Through creativity, students are able to generate ideas or solve problems that occur around them, so Pancasila students need to have a creative attitude. As the opinion expressed by [\(Ratnasari Diah Utami, 2017\)](#) that creative characters are very good at being applied in real life. Creative character needs to be strengthened at school so that students become resilient individuals. Creativity is thinking and doing something to produce new ways or results from something that is already owned. The sixth indicator is critical reasoning. An indicator of critical reasoning if the student is able to objectively process information well, relate and analyze information, evaluate and conclude. Based on the results of data analysis, it was found that in the critical reasoning indicator, students actively asked and answered during the learning process and had read information and news from trusted media. Critical reasoning is part of the mathematical thinking skills that every student needs to have in facing various problems. By thinking critically, someone can organize, adjust, change or improve their thoughts, so that they can make decisions to act more appropriately. [\(Eni Rahmawati*, 2023\)](#). Based on the results of data collection and existing theories, it can be seen that someone who reasons critically is able to understand the risks posed by an action. Obstacles or constraints experienced by teachers in implementing the independent curriculum which refers to the results of interviews with the principal and class IV homeroom teacher, namely the lack of knowledge of the homeroom teacher regarding the administration of the independent curriculum which is caused by the lack of workshops regarding the independent curriculum and lack of time in implementing differentiated learning.

4. CONCLUSION

Based on the results of research that has been carried out at SD Inpres Bumi Sagu regarding the implementation of the independent curriculum in forming the character of the Pancasila student profile of class IV students, and based on six indicators related to the dimensions of the Pancasila student profile, it can be concluded that the implementation of the independent curriculum at SD Inpres Bumi Sagu is very influential in the formation of students' character in accordance with the Pancasila student profile, because teaching and learning activities in the independent curriculum do not just increase students' motivation and potential, but also make students have character. So that students at SD Inpres Bumi Sagu become smart children, well-disciplined in the field of religion, disciplined in learning, and there are many benefits from the independent curriculum whose aim is to shape the character of students in accordance with the profile of Pancasila students. The implementation of the independent curriculum at SD Inpres Bumi Sagu is very influential in the formation of student character in accordance with the profile of Pancasila students, because teaching and learning activities in the independent curriculum not only increase the motivation and potential of students, but make students have character. So that students at SD Inpres Bumi Sagu become smart children, disciplined both in the field of religion, discipline in learning, and many benefits from the independent curriculum whose aim is to shape the character of students in accordance with the profile of Pancasila students. Based on the research findings, there are several suggestions shown to related parties, including:

Schools should always hold workshops on the independent curriculum, so that homeroom teachers who have implemented the independent curriculum in learning can increase their knowledge about the administration of the independent curriculum. For Teachers, It is expected for teachers to always make efforts to increase knowledge about the independent curriculum by always participating in workshop activities held by schools and education offices. For the Next Researcher, This research is expected to be a reference for future researchers who will conduct research in the field of education, especially regarding the application of the independent curriculum in the formation of the character profile of Pancasila students. It is recommended to further researchers to be more thorough in conducting research both during initial data collection and during the writing process, so as to reduce errors that occur during research. Hopefully this research can be a motivation for future researchers to conduct better research and can provide benefits to the world of education.

5. REFERENCES

- Desti Mulyani, S. G. (2020). Peningkatan Karakter Gotong Royong di Sekolah Dasar. *PROCEEDINGS*, 225-238.
- Destiyani, J. (n.d.-b). (2021). *Jurusan Pendidikan Guru Madrasah Ibtidaiyah Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Syarif Hidayatullah Jakarta 1443 H/2021 M.*
- Eni Rahmawati*, N. A. (2023). Pengaruh Proyek Profil Pelajar Pancasila Terhadap Karakter Bernalar Kritis Peserta Didik. *Jurnal Educatio*, 614-622.
- Enny Rahayu, M. S. (2023). Enny Rahayu1, Melyani Sari Sitepu2, Muti Indah Sari3. *Enny Rahayu1, Melyani Sari Sitepu2, Muti Indah Sari3*, 93-101.
- Fitriyah, C. Z., & Wardani, R. P. (2022). Paradigma kurikulum merdeka bagi guru sekolah dasar. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 12(3), 236-243. <https://doi.org/10.24246/j.js.2022.v12.i3.p236-243>.
- Ghozali, S. (2020). Pengembangan Karakter Kebhinekaan Global Dalam Membentuk Profil Pelajar Pancasila. *Miyah: Jurnal Studi Islam*, 515-524.
- Huda, N. (n.d.). (2017). Manajemen pengembangan kurikulum. *Al.Tanzim: Jurnal Pendidikan Islam*, 1 (2), 52-75.
- Husna, L. (2017). Pendidikan Karakter Mandiri Pada Siswa Kelas Iv Sd Unggulan. *Jurnal Pendidikan Guru Sekolah Dasar*, 964-974.
- Ibad, W. (n.d.-a). (2022). Penerapan profil pelajar pancasila di tingkat sekolah dasar. *JIEES : Journal of Islamic Education at Elementary School*, 3(2), 84-94.
- Irawati, D., Iqbal, A. M., Hasanah, A., & Arifin, B. S. (2022). Profil pelajar pancasila sebagai upaya mewujudkan karakter bangsa. *Edumaspul: Jurnal Pendidikan*, 6(1), 1224-1238.
- Jayanti, G. D., Setiawan, F., Azhari, R., & Putri Siregar, N. (2021). Analisis kebijakan peta jalan pendidikan nasional 2020-2035. *Jurnal Pendidikan Dasar dan Keguruan*, 6(1), 40-48. <https://doi.org/10.47435/jpdk.v6i1.618>.
- Kahfi, A. (2022). Implementasi profil pelajar Pancasila dan Implikasinya terhadap karakter siswa di sekolah. *DIRASAH: Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 5(2), 138-151.
- Khairiyah, U., & Asmara, B. (2023). Fenomena penerapan kurikulum merdeka dalam pembentukan karakter profil pelajar pancasila siswa sekolah dasar. *ELSE (Elementary School Education Journal)*, 7(2).
- Kholifah, W. T. (2020). Upaya guru mengembangkan karakter peserta didik sekolah dasar melalui pendidikan ramah anak. *Jurnal Pendidikan dan Konseling (JPDK)*, 2(1), 115-120. <https://doi.org/10.31004/jpdk.v1i2.614>.
- Kiska, N. D., Putri, C. R., Joydiana, M., Oktarizka, D. A., Maharani, S., & Destrinelli, D. (2023). Peran profil pelajar pancasila untuk membentuk karakter peserta didik sekolah dasar. *Journal on Education*, 5(2), 4179-4188. <https://doi.org/10.31004/joe.v5i2.1116>.
- Marisa, M. (2020). *Curriculum Innovation "Independent Learning" In The Era Of Society 5.0. 4.*
- Martanti, F., Widodo, J., Rusdarti, R., & Priyanto, A. S. (n.d.). (2022). Penguatan profil pelajar pancasila melalui pembelajaran diferensiasi pada mata pelajaran IPS di sekolah penggerak. *Prosiding Seminar Nasional Pascasarjana*, 412-417.
- Marzuki. (2012). Pengintegrasian pendidikan karakter dalam pembelajaran di sekolah. *Jurnal Pendidikan Karakter*, 3(1). <https://doi.org/10.21831/jpk.v0i1.1450>.
- Menteri Pendidikan dan Kebudayaan. (2020). Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2020 tentang Rencana Strategis Kementerian Pendidikan. Jakarta: Kemendikbud. *Pendidikan*, 109-114.
- Masunah, J. (2011). Konsep dan Praktik Pendidikan Multikultural di Amerika Serikat dan Indonesia. *Jurnal Ilmu Pendidikan*, 17(4), 298-306.
- Melyani Sari Sitepu, J. M. (2021). Effect Of Scouting Extracurricular Toward character Values Of Students At Sdngedanganak 01 District East Ungaran, Semarang Regency. *Tadulako Social Humaniora Journal*, 01-07.
- Muthoifin. (2015). Pemikiran Pendidikan Multikultural Ki Hadjar Dewantara. *Intizar*, 21(2), 299-320.
- Ms, B., & Swadayani, T. B. (2015). Implementasi Program Pendidikan Karakter di SMP. *Jurnal Pendidikan Karakter*, 5(3).
- Nuril Lubaba, M., & Alfiansyah, I. (2022). Analisis penerapan profil pelajar pancasila dalam pembentukan karakter peserta didik di sekolah dasar. *EDUSAINTEK: Jurnal Pendidikan, Sains dan Teknologi*, 9(3), 687-706. <https://doi.org/10.47668/edusaintek.v9i3.576>.
- Rahayuningsih, F. (2021). Internalisasi filosofi pendidikan Ki Hajar Dewantara dalam mewujudkan profil pelajar pancasila. *SOCIAL : Jurnal Inovasi Pendidikan IPS*, 1(3), 177-187.
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah

- Dasar. *Jurnal Basicedu*, 6(4), 7174–7187. <https://doi.org/10.31004/basicedu.v6i4.3431>.
- Ramadanti, E. C. (2020). Integrasi Nilai-nilai Islam dalam Pembelajaran IPA. *Jurnal Tawadhu*, 4(1), 1053-1062.
- Ratnasari Diah Utami, R. W. (2017). Membangun Karakter Kreatif pada Siswa Sekolah Dasar Melalui. *University Research Colloquium 2017* (hal. 193-198). Magelang: Universitas Muhammadiyah Magelang.
- Shobirin, M. (2016). *Konsep Implementasi Kurikulum 2013 di Sekolah Dasar*. Yogyakarta: Deepublish.
- Sutjipto. (2017). Implementasi Kurikulum Multikultural. *Jurnal Pendidikan dan Kebudayaan*, 2(1), 1-21.
- Su'udiah, F. (2016). Pengembangan Buku Teks Tematik Berbasis Kontekstual. *Jurnal Pendidikan*, 1744-1748.
- Syifa, L. (2019). Dampak Penggunaan Gadget Terhadap Perkembangan Psikologi Pada Anak Sekolah Dasar. *Jurnal Ilmiah Sekolah Dasar*, 3(4), 538-544.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.
- Susilawati, E., Sarifudin, S., & Muslim, S. (2021). Internalisasi nilai pancasila dalam pembelajaran melalui penerapan profil pelajar pancasila Berbantuan platform merdeka mengajar. *Jurnal Teknodik*, 155-167. <https://doi.org/10.32550/teknodik.v25i2.897>.
- Wahyuni, F. (2015). Kurikulum dari masa ke masa. *Jurnal, Al-Adabiya*, 10(2).