



Analysis of the Independent Curriculum Policy through the Implementation of the Project for Strengthening the Profile of Pancasila Students

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ABSTRACT

The Merdeka Curriculum Policy in Indonesia aims to develop students' characters through the concept of the Pancasila student profile. One implementation of this policy is the Pancasila Student Profile Strengthening Project (P5), which is carried out in various schools, including SMK Negeri 1 Kepanjen. This study aims to analyze the implementation of P5 at SMK Negeri 1 Kepanjen as an effort to strengthen the students' characters. The research method used is descriptive qualitative with data collection techniques such as interviews, observations, and documentation. P5 activities at SMK Negeri 1 Kepanjen include art performances, work harvesting, and innovation exhibitions as part of the project implementation. P5 at SMK Negeri 1 Kepanjen aims to strengthen students' characters with a focus on Pancasila values, such as faith, devotion to God Almighty, global cooperation, independence, and critical and creative thinking. However, detailed policies regarding P5 in Indonesia are not available in the provided search results. Based on field observations, the project aims to (1) enhance students' understanding of Pancasila values at SMK Negeri 1 Kepanjen, (2) integrate Pancasila values into every aspect of students' lives in school and society, and (3) develop students' characters reflecting national spirit, tolerance, and social concern.



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INTRODUCTION

The education system in Indonesia continues to undergo transformations to ensure that it provides a solid foundation for the development of students in accordance with the demands of the times (Noviyanti, 2023). Education in Indonesia is constantly undergoing changes and continuous transformations to ensure that the educational system can adapt to the dynamic needs of the times. (Bafadal et al., 2020). The transformation of education is a collaborative effort to ensure that every Indonesian child has access to and the opportunity to develop their potential to the fullest in an ever-evolving educational environment (Bafadal et al., 2020). One significant step taken by the government is through the Merdeka Curriculum Policy. This curriculum is designed to strengthen the values of character and citizenship, including a deep understanding of Pancasila as the fundamental state ideology (Permadani et al., 2018).

The Project to Strengthen the Profile of Pancasila Students is an important initiative in the context of education in Indonesia. This project aims to deepen the understanding and implementation of Pancasila values among students as an integral part of the educational process. (Kendi, 2018). Based on the noble values that form the foundation of the country, this project aims to build students' character and create a generation with high moral and civic awareness. The P5 Curriculum was established to strengthen the efforts to achieve the competencies of the Pancasila Student Profile, which is part of the Independent Curriculum. (Rahmawati & Supriyanto, 2020). The aim of P5 is to produce graduates who are competent, have character and behave in accordance with Pancasila values. P5 combines holistic, contextual, learner-centered and exploratory principles to implement Pancasila values for Indonesian students (Ariyanti et al., 2019). Through interactive and creative learning methods, this project not only transfers knowledge about Pancasila but also encourages students to internalize these values in their daily lives. The implementation of this project includes various activities, ranging from classroom discussions and collaborative projects to extracurricular activities focused on character development and leadership (Darmawati, 2023). The Project to Strengthen the Profile of Pancasila Students is expected to make a positive contribution to shaping a younger generation with a strong sense of national identity, tolerance, and responsibility towards the progress and sustainability of the nation (Partikasari et al., 2023).

This research will discuss the analysis of the "independent" curriculum policy through the implementation of the Pancasila student profile strengthening project at SMK Negeri 1 Kepanjen. The selection of vocational schools (SMK) as the research subject refers to their specific role in preparing the younger generation for the workforce, where ethics and national values play an undeniable role (Ananda & Matnuh, 2023). Vocational schools have a distinct approach to learning that is more practical and directed towards industry needs (Hadi et al., 2023). For example, SMK Negeri 1 Kepanjen focuses on developing students' technical skills and professionalism in fields such as engineering, tourism, or health. By implementing P5, vocational schools can integrate Pancasila values into the curriculum and extracurricular activities to shape quality student character aligned with the school's vision, mission, and the demands of the workforce. Through a policy analysis approach, this study aims to understand the extent to which the concept and objectives of this curriculum are reflected in the Pancasila student profile strengthening project at SMK Negeri 1 Kepanjen. The analysis will include evaluating project implementation, its impact on students' understanding and application of Pancasila values, and identifying potential obstacles or challenges in its implementation (Wahyuni, 2022). This research is expected to provide deep insights into the effectiveness of the "Merdeka" curriculum policy in strengthening national values among SMK Negeri 1 Kepanjen students, as well as contribute to our understanding of the role of vocational education in shaping the character of the younger generation (Ananda & Matnuh, 2023). SMK Negeri 1 Kepanjen is considered a relevant study due to the complexity and dynamics of the vocational secondary education environment. The study will evaluate the concepts and implementation of the Pancasila student profile strengthening project at the school, focusing on its impact on students' understanding and application of Pancasila values. The in-depth analysis will encompass evaluating the success of project implementation, measuring effectiveness in strengthening Pancasila values understanding, and identifying potential obstacles or challenges that may arise. Additionally, the research will explore teachers' and students' perceptions and

experiences related to the project (Sulistiyaningrum & Fathurrahman, 2023). It is hoped that the findings of this analysis will provide better insights into the effectiveness of the Merdeka Curriculum policy in the SMK Negeri 1 Kepanjen environment. Furthermore, this research aims to contribute to the improvement and development of educational policies at the vocational secondary level, in line with the goals of character formation and preparing students to meet the demands of the workforce and global society.

METHOD

This research uses a qualitative approach. The method employed in this study is descriptive research method (Adilah & Suryana, 2021). The data acquisition techniques utilized include observation, interviews, and documentation. The study will discuss the analysis of the "Merdeka" curriculum policy through the implementation of the Pancasila student profile strengthening project at SMK Negeri 1 Kepanjen. The data collection methods used in this research are: 1) Participant observation. Participatory observation is conducted when the researcher directly observes the school environment. The aim of observation is to systematically and comprehensively gather information. This activity is intended to help the researcher understand behaviors and produce more accurate data. 2) Extensive interviews are conducted with the School Principal, Vice Principal, administrative team, 3 teachers, and 2 staff members, including students, using random sampling techniques. 3) Document analysis involves collecting information by gathering important records related to the research problem. These documents are sourced from non-human sources such as official school records and other supporting documents. To validate research materials, physical evidence in the form of documents or other known documents is required. Documentation can include photos, school notes, letters, or other documents that support the research. Data analysis in qualitative research begins during the design process, continues through observation and data collection, and culminates in data processing. According to (Kholili & Fajaruddin, 2020), data analysis in qualitative research involves data reduction, data display and inference, and conclusion drawing or verification (conclusion drawing/verification).

RESULTS AND DISCUSSION

In the observation of the Pancasila student profile strengthening project at SMK Negeri 1 Kepanjen, it was found that the project has had a positive impact on students' competency achievement. By integrating Pancasila values into the curriculum and extracurricular activities, students are able to understand and apply these values in their daily lives. This enhances the quality of students' character and shapes graduates who are competent, have strong character, and behave in accordance with Pancasila values. Key points identified include:

Independent Curriculum Concept

The "Independent Curriculum" is designed as a breakthrough in Indonesian education emphasizing freedom and diversity. Its concept includes empowering students to become independent, creative, and responsible individuals. In this context, "Independent" not only refers to physical independence but also freedom of thought, expression, and creation. The "Independent Curriculum" advocates that education should foster holistic development among students, including cognitive, affective, and psychomotor aspects (Wahyuni, 2022). The primary goal of "Independent Curriculum" is to shape a resilient, integrity-filled, and excellently-charactered young generation of Indonesians. Specific objectives include: (1) Strengthening National Values: Integrating Pancasila values and national spirit as the foundation for students' personality development. (2) 21st Century Skills Development: Providing students with relevant skills to tackle global challenges, such as critical thinking, creativity, communication, and collaboration. (3) Individual Potential Development: Encouraging each student to explore and develop their potentials based on their interests, talents, and aspirations. (4) Inclusive and Equitable Education: Ensuring equal and

inclusive access to education for all societal strata, irrespective of background or socioeconomic status. Through these concepts and objectives, "Independent Curriculum" aims to create a learning environment that motivates, empowers, and actively engages students in the educational process, enabling them to actively contribute to nation-building and navigate the dynamics of global society (Dwisusila et al., 2023). The policy of "Independent Curriculum" is a government initiative in Indonesia to enhance educational quality and align the curriculum with contemporary developments. One implementation effort includes the Pancasila Student Profile Strengthening project at SMK Negeri 1 Kepanjen (Adilah & Suryana, 2021). This policy analysis aims to evaluate the impact and effectiveness of implementing such projects. The "Independent Curriculum" approach is applied to provide schools with flexibility in designing curricula according to local needs and student potentials. This is expected to produce graduates equipped with competencies aligned with workforce demands.

Project for Strengthening the Profile of Pancasila Students

This project aims to enhance understanding and implementation of Pancasila values among students at SMK Negeri 1 Kepanjen. Additionally, it aims to promote the development of characters reflecting national values. The Pancasila Student Profile Strengthening Project (P5) at SMK Negeri 1 Kepanjen is an initiative to bolster students' character through various activities such as art performances, student competence competitions, workshops, and innovation exhibitions (Pujiono & Widodo, 2021). Implementation of this project includes design, management, assessment processing, evaluation, and follow-up, focusing on strengthening the dimensions of the Pancasila Student Profile character, such as faith, devotion to God Almighty, mutual cooperation, independence, global diversity, critical thinking, and creativity. These activities also involve showcasing and harvesting P5 works, involving all students as part of efforts to strengthen their character. Additionally, there is a table of contents covering the concept of the Pancasila Student Profile Strengthening Project at SMK Negeri 1 Kepanjen (Partikasari et al., 2023).

Project Objectives Strengthening the Profile of Pancasila Students

The aim of the Project for Strengthening the Profile of Pancasila Students (P5) at SMK Negeri 1 Kepanjen is to strengthen the character of students through various activities, such as art performances, student competency competitions, workshops and exhibitions of innovative works. Several important points from this project include: (1) Strengthening the character dimensions of the Pancasila Student Profile, such as having faith, being devoted to God Almighty, working together, being independent, having global diversity, critical reasoning and creativity. (2) Developing students' competency skills in the areas of expertise taught by Vocational Schools. (3) Strengthening global attitudes and creating cooperation with other parties. The P5 project also involves showing and harvesting P5's work, which involves all students and is part of efforts to strengthen student character. Apart from that, there is a table of contents which includes the concept of a project to strengthen the profile of Pancasila Students at SMK Negeri 1 Kepanjen (Sulistyaningrum & Fathurrahman, 2023).

Project Policy for Strengthening the Profile of Pancasila Students

Based on observations in the field, there are Project Objectives (1) Increase students' understanding of Pancasila values at SMK Negeri 1 Kepanjen (2) Integrate Pancasila values in every aspect of students' lives in school and society (Wahyuni, 2022). (3) Developing student character that reflects the spirit of nationalism, tolerance and social awareness. Based on information related to the P5 policy (Strengthening Pancasila Student Profile Project) at SMK Negeri 1 Kepanjen. P5 activities at SMK Negeri 1 Kepanjen include performances and harvests of P5 works, which involve all students as part of efforts to strengthen students' character. Apart from that, there is information that SMK Negeri 1 Kepanjen is holding performing arts performances and exhibitions of innovative works as a form of implementation of P5 (Ulya et al., 2023).

Analysis Findings regarding the P5 policy

Achievement of Understanding of Pancasila Values: Evaluation shows that students have a better understanding of Pancasila values after project implementation. The achievement of understanding Pancasila values has so far shown significant progress after project implementation (Pujiono & Widodo, 2021). The evaluation states that students have experienced a better understanding of the values of Pancasila. Through various activities and learning modules specifically designed in the project, students succeeded in internalizing the basic principles of Pancasila. This positive impact can be seen from students' active response to in-depth learning material, covering aspects such as justice, unity, democracy and the spirit of mutual cooperation. The results of this evaluation provide an indication that the approach taken in the project has succeeded in creating a learning environment that supports the understanding and implementation of Pancasila values among students (Shobri & Alfurqan, 2023).

Positive Character Development: An increase was found in the development of students' positive character, such as a sense of nationalism and social responsibility. Evaluation results show a significant increase in the development of students' positive character after project implementation (Wahyuni, 2022). There can be seen striking developments, especially in the aspects of a sense of nationalism and social responsibility. Students appear to increasingly understand and apply national values, showing love and concern for their homeland. Apart from that, increased social responsibility is also visible in students' participation in charity and social activities in the surrounding community. Thus, it can be concluded that this project has succeeded in creating a positive impact in shaping student character, which not only includes individual aspects, but also aspects of deep social involvement (Sulistiyaningrum & Fathurrahman, 2023).

Stakeholder Participation: The active role of teachers, parents and school officials in supporting the project is considered key to its successful implementation. Stakeholder participation, involving the active role of teachers, parents and school officials, was identified as a key factor supporting the successful implementation of the project. The evaluation shows that the active contribution of these stakeholders has a significant positive impact on the progress and effectiveness of the project (Maula & Rifqi, 2023). Teachers who are actively involved in training and mentoring students, parents who participate in meetings and project support activities at home, as well as school officials who provide structural and administrative support, all make important contributions (Mawikere & Hura, 2022). The synergy between these three stakeholder groups creates a holistic and supportive learning environment, ensuring that project objectives can be achieved optimally. Therefore, continued participation from teachers, parents and school officials is a strong foundation for the sustainability and successful implementation of this project (Kendi, 2018)

CONCLUSION

In the context of education in Indonesia, it can be seen that the Independent Curriculum policy and the implementation of projects such as Strengthening the Profile of Pancasila Students at SMK Negeri 1 Kepanjen aims to create a young generation who is not only competent in academics and skills, but also has moral awareness, a sense of nationalism and skills. high citizenship. Analysis of the Merdeka Curriculum policy and the Strengthening Pancasila Student Profile project provides an overview of strategic steps in improving the quality of education in Indonesia. Active participation from various stakeholders, including teachers, parents, and school officials, is considered key to the successful implementation of the project. Thus, it is hoped that this collaborative effort can form a young generation of Indonesians who have a deep understanding of the values of Pancasila, a strong positive character, and a readiness to face the complexities of the modern world. The sustainability of the implementation of this policy needs to continue to be monitored and evaluated to ensure that education in Indonesia remains relevant and responsive to changing times.

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