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Indonesian Character Building Strategy: Planning the Pancasila Student Profile Strengthening Project in Kurikulum Merdeka

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Abstract.
The Pancasila Student Profile Strengthening Project, or P5, is a cross-discipline project based on problems in the education sector. Since the 2021/2022 academic year, there have been 4 themes for early childhood education (*Pendidikan Anak Usia Dini* or PAUD), and 7 themes for elementary schools (*Sekolah Dasar* or SD), middle schools (*Sekolah Menengah Pertama* or SMP), and high schools (*Sekolah Menengah Atas* or SMA). The P5 makes up around 20-30% of the total credits in a year. However, teachers tend to work individually instead of collaborating with others. Therefore, this paper aims to provide guidelines on arranging the cross-discipline project so that the P5's full potential can be realized. A systematic review was carried out on the relevant P5 databases from the perspective of the *Kurikulum Merdeka*. There is substantial evidence to suggest that forming a small group of teachers with a coordinator and facilitator is important. They will be responsible for planning, implementing, and evaluating the P5. This systematic review has the potential to become an important reference to build Pancasila's character.

Keywords: *Kurikulum Merdeka; Merdeka Belajar*; Curriculum; Pancasila; P5; Collaboration

1. Introduction

The curriculum is the core of a learning process to achieve superior and advanced educational goals. The curriculum must be dynamic, meaning that the curriculum is constantly changing according to the times, science and technology, the level of intelligence of students, culture, value systems, and community needs. Curriculum changes, of course, cannot be avoided and passed but must always be undertaken and adapted to the needs and principles (1). In 2022 education in Indonesia provides three curriculum options that can be used as choices by the Education Unit in the context of independent learning, in which schools are free to choose according to the conditions of their

schools. These choices include the 2013 curriculum, the Emergency curriculum (the 2013 curriculum, which has been simplified), and a prototype curriculum. The independent curriculum is one of the first steps in supporting the realization of the goal of national education, namely the intellectual life of the nation (2).

The Pancasila student profile is the primary goal of education developers, in this case, the Ministry of Education and Culture, as stated in the Minister of Education and Culture Regulation Number 20 of 2020 concerning the Education and Culture Strategic Plan for 2020-2024 (3).The Pancasila student profile strengthening project (P5) is designed with a target for students with the profile (competence) that the Indonesian education system wants to produce. Strengthening the profile of Pancasila students focuses on teaching character and abilities in everyday life instilled in individual students through school culture, extracurricular and extracurricular learning, and projects to strengthen the profile of Pancasila students and Work Culture (4). The Pancasila student profile can be applied through school culture, intra-curricular learning, and co-curricular and extracurricular activities, which focus on character building and abilities built-in in everyday life and brought to life in each individual. School culture is the school climate, policies, patterns of interaction and communication, and norms that apply in schools. Extracurricular include lesson content, activities, or learning experiences. What is meant by the project is contextual project-based learning and interaction with the surrounding environment (4).

In the context of the achievement of the ”*Kampus Merdeka*” program, the Pancasila student profile has a competency formulation that complements the focus on achieving Graduate Competency Standards at every level of the Education unit in terms of character building following Pancasila values. (5).The competency profile of Pancasila studentspays attention to internal factors related to the identity, ideology, and ideals of the Indonesian nation, as well as external factors associated with the context of life and challenges of the Indonesian government in the 21st century which is facing the industrial revolution 4.0. (6).Based on the description of the background of the problem, the author will examine in more depth how the application of strengthening the Pancasila student profile project in learning drives schools at all levels of the school. The purpose of this article is to conceptually describe how the strengthening of the Pancasila student profile project is implemented in schools at all levels with an independent curriculum that will be implemented. It hopes that with this paper, practitioners, especially teachers, can understand the implementation of P5 at every school level to create a project to strengthen the profile of Pancasila students.

2. Method

The method used by the author is a systematic review model through the study and study of literature from various journals. The references are related to the results of studies related to reviewing the literature or reading materials that are selected and deemed appropriate to the subject of study, especially research journals on the implementation of the school curriculum driving the strengthening of all Pancasila student profile projects. The school level then filtered and also poured theoretically into the framework of thinking related to *strengthening Pancasila* student projects. The following technique is usedto enhance the facts, comparing the differences or similarities between the theory and practice the author is studying.

3. Result and Discussion

The Pancasila Youth Profile Strengthening Project, which is the basis for realizing a superior generation in various fields and following the Pancasila ideology within the scope of the Education unit, includes several stages, including:

3.1. Understanding the Pancasila Student Profile Strengthening Project

Pancasila student projects are characters and abilities built-in everyday life. They are brought to life in each student through the culture of the education unit, extracurricular learning, strengthening Pancasila student projects, and extracurricular projects. (7). A cross-disciplinary project that is contextual and based on community needs or problems in the academic unit environment. Inequality education in the form of empowerment and skills projects based on the profile of Pancasila Students. The Pancasila student profile strengthening project, as a means of achieving the Pancasila students profile, provides opportunities for students to "experience knowledge" as a process of character strengthening and a chance to learn from the surrounding environment. In this profile project activity, students can learn essential themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life so that students can take real action in answering these issues according to the stages of learning and their needs (8).

Based on Kemendikbudristek No.56/M/2022, the Pancasila student profile strengthening project is a project-based co-curricular activity designed to strengthen efforts to

achieve competence and character by the Pancasila student profile, which is prepared based on Graduate Competency Standards. Implementing the Pancasila student profile strengthening project is carried out flexibly in terms of content, activities, and implementation time. The Pancasila student profile strengthening project is designed separately from the extracurricular. The objectives, content, and learning activities of the project do not have to be linked to the goals and subject matter of the extracurricular. Education units can involve the community and the world of work to design and implement projects to strengthen the profile of Pancasila students (9). Educators can continue to carry out project-based learning in subject activities (extracurricular). Project-based learning in extracurricular activities aims to achieve Learning Outcomes (CP), while the project to strengthen the Pancasila student profile aims to achieve the competency of Pancasila student profile.

3.2. Preparing the Education Unit Ecosystem

They were building an education unit culture that supports the implementation of strengthening projects. Innovative learning is often hampered by a counterproductive culture, such as not liking to receive input or closing insight into various forms of difference. This negative culture will not support the implementation of the practical and impactful performance of the Pancasila student profile strengthening project. Therefore, academic units are expected to be able to revive a culture of being happy to receive input, being open to differences, and being committed to any improvement efforts for change for the better (10). Project activities to strengthen the profile of Pancasila students will run optimally if each individual has the pleasure to learn new things and develop themselves continuously on the profile of Pancasila students. Collaborative efforts also need to be made between the various key elements in the three education centers (families, education units, and communities) so that the implementation of the Pancasila student profile strengthening project will take place thoroughly and optimally (2).

3.3. Designing a Pancasila Student Profile Strengthening Project

Formation of the Facilitator Team for the Pancasila Student Profile Strengthening Project. The profile project facilitation team consists of several educators who play a role in planning, executing, and evaluating the profile project. The facilitation team is formed and managed by the head of the education unit and the coordinator of the profile project. The number of profile project facilitator teams can be adjusted to the conditions and

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needs of the Education unit(10). The next stage includes the initial identification of the readiness of the education unit in carrying out the project to strengthen the Pancasila student profile based on the ability of the education unit to implement project-based learning (PBL). Then, the Ministry of Education and Culture determines the theme for each profile project implemented in the education unit. Four themes for PAUD level and eight for SD-SMK and equivalent were developed based on priority issues in the 2020-2035 National Education Roadmap, Sustainable Development Goals, and other relevant documents. It starts in the 2021/2022 academic year, (5)(6).

3.4. Managing the Pancasila Student Profile Strengthening Project

The key to implementing the profile project activity is student engagement in the learning process (11). Therefore, educators as learning facilitators need to continue to be creative to increase the learning participation of all students in a series of activities that are being carried out. Educators can pursue several things to encourage student participation,expanding their involvement in the learning process. First, profile project activities running through various series of activities need to end with something that is no less meaningful (9). In this case, there are at least two activities that educators can pursue as learning facilitators to encourage students to fulfill the various things they have learned, namely designing learning celebrations and doing follow-up reflections.

3.5. Processing the Assessment and Reporting the Results of the Pancasila Student Profile Strengthening Project

Journaling is documenting a collection of thoughts, understandings, and explanations of ideas or concepts in writing, usually contained in a book. The journal can record the learning process of student profile projects on an ongoing basis in a container (12)(10). Journals can encourage educators to critically reflect on the process of implementing profile projects so that educators can understand what they need to develop in profile project activities to optimize students' learning experiences.

After collecting student learning documentation along the process until the end of the lesson, the team of facilitators can process the results of the assessment to determine the overall achievement of students. In the process, the facilitation team was able to develop a variety of strategies using a variety of assessment forms and instruments. Reporting the assessment results can use the report card as evidence of implementing the Pancasila youth profile strengthening activity (13).

3.6. Evaluation and Follow-up of the Pancasila Student Profile Strengthening Project

Things that must be considered in evaluating the implementation of the profile project include: Evaluation of the performance of the profile project is comprehensive, Evaluation of the implementation of the profile project focuses on the process, There is no absolute and uniform form of Evaluation, the use of various types of assessment forms that are carried out scattered throughout the profile project, and Involve students in the Evaluation (4)(9). Referring to the first principle of Evaluation of profile projects, which is comprehensive, Evaluation is not only necessary for students, but also to monitor the learning process of educators and the development of readiness of academic units. Evaluation is not aimed at finding faults or assessing the success of educators/educational units in implementing profile projects but rather a way for educators and academic units to draw meaningful learning from the implementation process of profile projects (13).

After the education unit and educators feel comfortable and ready with the implementation of project-based learning, there are several examples of follow-up actions that can be taken to increase the impact of the profile project: Collaborating with partners outside the education unit, Inviting the education unit environment to continue good actions and practices, Integrating various existing profile projects, Inviting the education unit environment to think about how to optimize the impact and benefits of the project (10).

4. Conclusion

The Pancasila student profile strengthening project is a project-based co-curricular activity designed to strengthen efforts to achieve competence and character following the Pancasila student profile, which is prepared based on Graduate Competency Standards. Implementing the Pancasila student profile strengthening project is carried out flexibly in terms of content, activities, and implementation time. The Pancasila student profile strengthening project is designed separately from extracurricular. The objectives, content, and learning activities of the project do not have to be linked to the goals and subject matter of the extracurricular. Education units can involve the community and the world of work to design and implement projects to strengthen the profile of Pancasila students.

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