



## Implementation of the Project for Strengthening the Pancasila Student Profile at Xaverius IV Elementary School and Xaverius V Elementary School, Palembang

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### ABSTRACT

The Merdeka Curriculum was developed in Indonesia based on the 2013 Curriculum. The COVID-19 pandemic has had a changing impact on the implementation of the 2013 curriculum. The Merdeka Curriculum at Xaverius IV Elementary School and Xaverius V Elementary School Palembang has been implemented for two years. The Strengthening Pancasila Profile Project is a reflection of the implementation of the Merdeka Curriculum. This research aims to describe the implementation of the Pancasila Student Profile Strengthening Project, which has been implemented at Xaverius IV Elementary School and Xaverius V Elementary School in Palembang. This research approach is a qualitative research approach with descriptive methods. The research subjects were twenty-one educators at SD Xaverius IV and SD Xaverius V Palembang. Primary data collection techniques using questionnaires. The questionnaire was created with an open question type. Data analysis techniques refer to qualitative research data analysis techniques, namely data reduction, data identification, and drawing conclusions. The results of the research show that in implementing the Pancasila Student Profile Strengthening Project, educators at Xaverius IV Elementary School and Xaverius V Elementary School Palembang pay attention to several things, namely, paying attention to the selection of themes or topics, determining dimensions and elements, determining the concept of learning objective flow (ATP), and finally determining assessments and assessment rubrics.

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### Introduction

Education is a fundamental right that every child must receive. With education, every child can live or even change their life for the better. Apart from that, Hidayat and Abdillah (2019) stated that national education has a role in educating

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the life of the nation and developing Indonesian people as a whole, namely people who believe and are devoted to God Almighty and have noble character, knowledge and skills, physical and spiritual health, a steady and independent personality, and a sense of social and national responsibility.

In achieving these national education goals, the government needs tools or a set of methods that can be used to achieve these goals. This tool or set of methods is known as the curriculum. Hamalik (2013) explains that the curriculum can be interpreted as a set or system of plans and arrangements regarding learning content and materials, as well as methods used as guidelines for using teaching and learning activities. Because the curriculum is considered a school or madrasah guideline, its implementation requires several components that are related to each other to achieve the goal. The curriculum components include objectives, educators, students, content, procedures or strategies, educational facilities and infrastructure, and community support. The curriculum in Indonesia is prepared and developed by taking into account many things. Of course, the curriculum was prepared and developed to achieve national education goals in Indonesia. The curriculum is used as a guide for organising learning activities.

The implementation of the 2013 Curriculum is different from the Merdeka Curriculum. The most basic difference can be seen in the use of Learning Outcomes (CP), which is equivalent to KI KD in the 2013 Curriculum. For students with special needs with intellectual barriers, it refers to phases based on mental age; for students with special needs without intellectual barriers, it can refer to phases, which is the same as students in general education, and in the 2013 Curriculum, KI KD is prepared for disabilities, for the Merdeka Curriculum only uses 1 CP for all disabilities. The Merdeka Curriculum was developed with the aim of developing a more adaptive curriculum framework as a reflection of change initiatives for better learning in the world of education. In its implementation, the Merdeka Curriculum focuses more on developing the character and skills of students (Kemendikbud, 2022).

The government emphasised that the Merdeka Curriculum has characteristics that are able to restore learning after the pandemic. These characteristics can be seen in the implementation of project-based learning, which aims to develop soft skills and character in accordance with the Pancasila Student Profile, the focus on important material so that there is sufficient time to carry out learning with basic competencies in depth in the application of literacy and numeracy, as well as the freedom or independence of educators in the implementation of differentiated learning based on students' abilities (Rohimajaya et al., 2022).

The Pancasila Student Profile, which is part of the Merdeka Curriculum, identifies the integral components of the Merdeka Curriculum. Pancasila students are students who have personality competencies based on Pancasila values completely and in depth (Sari & Sinthiya, 2022). The Pancasila Student Profile is in accordance with the government's vision and mission as stated in Minister of Education and Culture Regulation Number 22 of 2020, which states that Pancasila students are





the embodiment of Indonesian students as lifelong students who have global competence and personality and behave in accordance with the values. Pancasila values have six dimensions: (1) faith, devotion to God Almighty, and noble character; (2) global diversity; (3) working together; (4) independence; (5) critical reasoning; and (6) creativity.

In its implementation, of course, P5 activities are assessed by educators. Assessment is carried out with the aim of determining achievements in building character and high moral values in students. In implementing the Merdeka Curriculum in schools, the government does not force schools to implement the Merdeka Curriculum as a whole. The government provides opportunities for educators and educational units to implement the Merdeka Curriculum in accordance with the readiness of each school (Kemendikbud Ristek RI, 2022).

Likewise with the implementation of the assessment for the Strengthening Pancasila Student Profile Project. Educators, of course, carry out assessments in accordance with the readiness of the school and each educator. SD Xaverius IV and Xaverius V Palembang, which are under the auspices of the Xaverius Palembang Foundation, have implemented the Merdeka Curriculum in accordance with government directions. In implementing the Merdeka Curriculum, Xaverius IV Elementary School and Xaverius V Elementary School Palembang implemented the Pancasila Student Profile Strengthening Project, as well as the assessment.

SD Xaverius IV and SD Xaverius V Palembang, before implementing the Strengthening the Pancasila Student Profile Project, had carried out training in implementing the Merdeka Curriculum, including in implementing the assessment for the Strengthening the Pancasila Profile Project. However, these two elementary schools have never been studied in implementing the assessment procedures for the Strengthening Pancasila Student Profile Project. Based on this background, this article will discuss the assessment procedures for the Strengthening Pancasila Student Profile Project. The aim of this research is to analyse the assessment procedures for the Strengthening Pancasila Student Profile Project at Xaverius IV Elementary School and Xaverius V Elementary School, Palembang.

## **Method**

The method used in this research is a qualitative descriptive method. Descriptive Research describes the results it presents in the form of words or pictures, not in the form of numbers (Arikunto, 2018). Data is generally obtained by recording activities, not in the form of numbers. This data can be in the form of photo documentation, recorded documentation, analysis of related documents, memoranda, or other official records. In this qualitative research, reporting using thorough verbal language is very important. This means that the researcher describes the research results in detail and carefully. This is because all interpretations and conclusions are conveyed verbally. A descriptive-qualitative approach holds the view that nothing related to research data in the form of a sign system should be ignored, everything is important, and everything has an influence and relationship with others (Arikunto, 2018).





Qualitative data lies in the results of a questionnaire in the form of open questions regarding the application of assessment in implementing the Strengthening Pancasila Student Profile Project. Questions were filled in by 21 educators at SD Xaverius IV and V Palembang. The data collection technique used in this research involves analysing the results of the questionnaire answers answered by respondents. The steps of this research are:

1. Researchers give questionnaire questions to respondents,
2. The researcher identifies the domain of the questionnaire questions,
3. Researchers classify answers from questionnaires that have been filled out by respondents.
4. Researchers correlate the answers from the questionnaire that have been filled out by respondents with the assessment theory of the Pancasila Student Profile Strengthening Project and the opinions of experts, and
5. Researchers draw conclusions from the analysis that has been carried out.

Data analysis technique is the process of arranging the sequence of data and organising it into patterns, categories, and basic units of description (Afifuddin and Saebandi, quoted by Utami, 2018). In data analysis activities, researchers need to carry out data analysis according to the procedures proposed by Miles and Huberman. Data analysis using this procedure refers to activities that are carried out continuously to produce saturated data. These activities include:

1. Researchers carry out data reduction activities. In this activity, the researcher eliminates data that is not in accordance with the research objectives or that does not support the answer to the problem formulation. Researchers also determine data that appears continuously as valid data.
2. Researchers carry out data presentation activities. In this activity, the researcher presents the reduced data in a chart that shows the relationship between each category. However, researchers can also present this in narrative text. In this activity, researchers present data that meets the assessment criteria for the Project for Strengthening Pancasila Student Profiles.
3. The data validity test is carried out using an internal validity test. In this activity, researchers carried out extended observations and discussions with colleagues. The researcher also carried out theoretical triangulation to ensure the accuracy of the implementation of the assessments that had been carried out by educators at SD Xaverius IV and SD Xaverius V Palembang.

## **Findings**

The research was carried out at Xaverius IV and V Elementary Schools in Palembang. The number of respondents who answered was 21 educators. From the results of the questionnaire filled out by respondents, the assessment of the Pancasila Student Profile Strengthening Project was carried out in several stages, namely determining themes, dimensions, sub-dimensions, elements, TP, ATP, assessments, and assessment rubrics.





## **Determining Theme**

In implementing the Pancasila Student Profile Strengthening Project, educators and educational units at Xaverius IV Elementary School and Xaverius V Elementary School Palembang determine a theme first. This is in accordance with the information provided by the Ministry of Education and Culture (2022) that, in determining topics, they are chosen based on major themes. The project facilitation team can work together with students to determine the specific scope of the project. The themes that have been chosen to be carried out during one school year are determined by the education unit as part of the Annual Programme (ProTa) according to the month of implementation of each theme. This ProTa should be developed together with the educators involved in developing the project. When the educational unit is familiar with project implementation, students can be invited to be involved in preparing the ProTa. Sourced from the Ministry of Education and Culture (2022), general subject selection can be based on:

- 1) The level of readiness of the training unit and internal trainers to carry out the project.
- 2) Academic calendars or national or international holidays, for example the Sustainable Lifestyle theme can be celebrated before Earth Day, or with the theme Unity in Diversity held before Indonesian Independence Day.
- 3) Topics or topics that are currently being discussed or are currently the focus of discussion or priorities of the educational unit. In this case, the problem or topic can be searched for its application or relationship with the 7 topics given,
- 4) Subjects that were not taken in previous years can repeat the cycle when all subjects are selected. For all topics to be discussed, it is important to document and record a project portfolio at the educational unit scale.

The Indonesian Ministry of Education and Culture (2022) determines a theme for each project implemented in an educational unit which can change every year. For the 2021/2022 academic year, there are seven themes developed based on priority issues stated in the 2020–2035 National Education Roadmap, Sustainable Development Goals, and other relevant documents. However, for elementary school level at Xaverius IV and V Elementary Schools you can choose five themes.

The five themes are:

1. Sustainable Lifestyle
2. Local wisdom
3. Unity in Diversity
4. Engineering and Technology to Develop the Republic of Indonesia
5. Entrepreneurship

Provincial governments and education units can develop subjects into more specific topics according to the culture and conditions of the region and location. The educational unit has the right to determine the topics that will be elaborated on according to class, generation and stage. In basic education units, a minimum of 2 subjects must be selected which will be implemented each year. Xaverius IV Elementary School has implemented learning using The Merdeka Curriculum for





approximately two school years. They have implemented The Merdeka Curriculum since the 2022/2023 school year for grades I and IV. Theme determination is based on discussions between educators and educational units. Based on the results of the discussion, in the first year 2022/2023 the odd semester of classes 1 and IV will be with the theme Unity in Diversity and Lifestyle. Meanwhile, in the second year, the theme used in the 2023/2024 odd semester is local wisdom.

### **Determination of Dimensions and Elements**

Based on the results of the questionnaire, apart from determining the theme, educators in assessing the activities of the Pancasila Student Profile Strengthening Project determine dimensions and elements. The Ministry of Education and Culture (2022) informed that in determining dimensions there are several things that need to be considered. This includes, among other things, the leadership of the education unit then determining the dimensions of the Pancasila Student Profile which will be the focus of development for each class in that academic year. Education unit leaders can refer to the education unit's vision and mission or programs that will be implemented in the academic year. It is recommended to choose 2–3 dimensions that are most relevant for the project. It is best if the number of dimensions of the Pancasila Student Profile developed in a project is not too many so that the goal of achieving the project is clear and focused. The specific themes and topics that will be selected can be adapted to the dimensions determined by the educational unit leadership. If the educational unit leader has experience carrying out project-based activities, the number of selected dimensions can be increased according to the readiness of the educational unit level.

The Pancasila Student Profile is an elaboration of national education goals. The Pancasila student profile is the main reference for educational guidelines and is a role model for teachers in shaping student character. The Pancasila student profile must be able to be understood by all parties because of its important role. This profile must be simple and easy to remember for both teachers and students so that it is integrated into daily activities. Based on these considerations, the Pancasila student profile consists of six dimensions, 1) faith, devotion to God Almighty and noble character, 2) independence, 3) working together, 4) global diversity, 5) critical reasoning, and 6) creative (Sutiana, 2023).

### **Determining the Concept of Learning Objective Flow**

In carrying out an assessment of the Pancasila Student Profile Strengthening Project, educators at Xaverius IV and V Elementary Schools determine learning outcomes as a benchmark for the competencies expected or achieved by students at the end of the phase. Apart from that, in the Pancasila Strengthening Student Profile Project, educators determine the flow of learning objectives (ATP), which contains a series of learning objectives arranged systematically and logically in the learning phases so that students can achieve these learning outcomes. In its implementation, the flow of learning objectives implemented refers to the learning flow that has been designed by the government and modifies the flow according to





the situation and conditions of the Xaverius IV and V Palembang elementary schools.

This is in accordance with the opinion written in the Ministry of Education and Culture file (2022) regarding the flow of learning objectives to guide teachers and students to achieve learning outcomes at the end of a phase. In addition, each point in the learning objective flow is arranged chronologically based on the sequence of learning over time. Educators can develop their own flow of learning objectives to suit the context and needs of the children in the class they teach, and the government provides several examples of learning objective pathways that can be directly used or modified and creates guidelines for preparing teaching tools.

### **Determining Assessments and Assessment Rubrics**

Assessment is an important part of learning for the Pancasila Student Profile Strengthening Project. The assessments carried out by educators at SD Xaverius IV and V Palembang were made based on various considerations. Considerations that look at the condition of the students and the chosen assessment method. The assessments used vary according to the needs and abilities of students. This is in accordance with the implementation of the assessment in the Strengthening Pancasila Profile Project stated by the Ministry of Education and Culture (2022) that when carrying out the assessment, you should pay attention to:

- 1) Diversity of student conditions and adapt assessment methods. Not all types of assessment are suitable for all activities and individual students. Diverse assessments can help educators and students experience different learning styles. Educators can use questions that can guide assessments, including, what is the level of students' abilities? Is it appropriate for the achievement phase of the profile elements and sub-elements? How many students are involved in the project? How big is the difference in student competency? and What is the level of cultural, social, and economic diversity among students? Can diversity be an obstacle to student learning in the project?
- 2) Goals to achieve the project and create assessments that do not only focus on learning products but also on the targeted dimensions, elements, and sub-elements of the Pancasila Student Profile.
- 3) Creating indicators for the development of inter-phase sub-elements at the beginning of the project is useful for clarifying project objectives.
- 4) Establish links between diagnostic, formative, and summative assessments. The results of the diagnostic assessment can be used to map students' strengths and weaknesses as a reference for the facilitation team in determining student performance indicators when designing formative and summative assessments. Formative assessments that are prepared with summative assignments in mind can reduce students' workload and clarify the relevance of formative assignments. For example, in the "My Trash, My Responsibility" project, the final assessment in the form of interesting activities such as an action poster exhibition is the culmination of the learning process through the project. Because making posters is quite a tough activity, students are prepared beforehand with formative activities where they get feedback regarding their posters and presentations.





- 5) Explain the purpose of the assessment and involve students in the assessment process. For example, students can choose the topic to be assessed, the assessment method (written or unwritten, presentation or poster creation), and develop a rubric. Educators can also guide students in using rubrics and assessment criteria so that students feel involved in managing and assessing their own learning process.

## **Conclusion**

The Merdeka Curriculum has been implemented at Xaverius IV and Xaverius V Elementary Schools in Palembang. In this case, one reflection of the implementation of the strengthening of the Pancasila Student Profile Project, which is carried out at the end of each semester. Based on the results of the questionnaire that was distributed to all respondents, it was explained that in implementing the Strengthening Pancasila Student Profile Project, educators pay attention to selecting themes or topics, determining dimensions and elements, determining the concept of learning objective flow, and finally determining assessments and assessment rubrics. The learning of the Pancasila Student Profile Strengthening Project refers to the theories and directions set by the government. It is hoped that other researchers can develop the breadth of research material for this research. Apart from that, educators can make this research a reflection of the implementation of the Project for Strengthening the Profile of Pancasila Students at the elementary school level.

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